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ABSTRACT

This handbook is designed to aid teacher advisors in organizing and operating a chapter of Health Occupations Students of America (HOSA) in Kentucky high schools. The handbook consists of 15 chapters covering the following topics: background and purpose of HOSA; organizational structure; organizing a chapter; membership and leadership; constitution and bylaws; parliamentary procedure; meetings and ceremonies; program of activities; budgets and fund raising; advisor responsibilities; competitive events; essential relationships (with school administration, other student organizations, other HOSA chapters, students, parents, and community and health professionals); public relations and resources; chapter evaluation; and HOSA in the classroom. Appendixes to the handbook contain a sample letter to parents of prospective members; sample HOSA forms; guidelines for a club constitution; HOSA study sheets; officer candidacy tests; campaign rules; conference and meeting guidelines; evaluation forms; and references. (KC)

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HANDBOOK FOR ADVISORS TO STUDENT ORGANIZATIONS IN HEALTH OCCUPATIONS

by

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and
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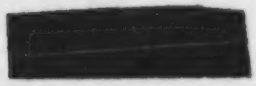

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1. Nancy Black
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INTRODUCTION

An important ingredient for a successful HOSA chapter is a qualified and committed advisor. This handbook is written primarily for use by Health Occupations teachers and HOSA advisors.

Health Occupations teachers and HOSA advisors will find the Handbook helpful as a reference in their instruction on HOSA. This Handbook has been prepared to assist the Health Occupations teacher in becoming better qualified to supervise, lead and direct Health Occupations students in the role of participants and leaders in chapter activities. The Handbook is not prepared for the purpose of dictating what to do, but to serve as a body of simplified and organized information for the teachers' use in developing the competencies outlined in the HOSA Student Modules.

The KY-HOSA Advisor's Handbook was designed to be used in conjunction with the HOSA Student Modules. In each section of this Handbook there is reference to student modules. However, the Advisor's Handbook attempts to expand on the body of knowledge contained in the modules. It is hoped that this additional information will be of value to the advisor who is attempting to organize a new HOSA chapter.

The Handbook will be most effective at the beginning of the Health Services/Health Occupations class when the student modules are emphasized. The skills and abilities outlined in the Handbook should be practiced throughout the school year and used in all chapter meetings and programs. Due to the scheduling of the State Leadership Conference in October, the first six Student Modules should be emphasized and completed in the first six weeks of the fall semester. By the State Conference, it is hoped that the chapter will have elected officers, established working committees,

developed a program of activities, established a budget, written their local bylaws, and applied for affiliation with KY-HOSA.

It is also hoped that by using this Handbook, the Health Occupations teacher and HOSA advisor will be aided in the development of participating members who will become future leaders in the community, civic, state, and national affairs.

If HOSA is to meet its objectives -- developing leadership -- we must prepare members at the local level. No organization can stand on a weak foundation. Let us address ourselves to the most vital area of HOSA -- Leadership Development.

TABLE OF CONTENTS

Section	Title	Page
1	STUDENT ORGANIZATIONS-HOSA	1-1
2	ORGANIZATIONAL STRUCTURE	2-1
3	ORGANIZING A CHAPTER	3-1
4	MEMBERSHIP/LEADERSHIP	4-1
5	CONSTITUTION AND BYLAWS	5-1
6	PARLIAMENTARY PROCEDURE	6-1
7	MEETINGS AND CEREMONIES	7-1
8	PROGRAM OF ACTIVITIES	8-1
9	BUDGETS AND FUND RAISING	9-1
10	ADVISOR RESPONSIBILITIES	10-1
11	COMPETITIVE EVENTS	11-1
12	ESSENTIAL RELATIONSHIPS	12-1
13	PUBLIC RELATIONS AND RESOURCES	13-1
14	CHAPTER EVALUATION	14-1
15	HOSA IN THE CLASSROOM	15-1
16	APPENDIX	16
	Sample Letter to Parents	-1
	Sample Letter of Intent	-2
	Dues Collection Form	-3
	Status Summary	-4
	Guide for Constitution	-6
	Application for Officer Candidacy-Local	-11
	Nomination for State Officer	-12
	HOSA Study Sheet	-15
	KY-HOSA Campaign Rules	-17
	Screening Notes-Nominating Committee-Local	-23
	Guidelines for Conference Forms	-24
	Suggested Seating Charts	-25
	Sample Evaluation Forms	-26

STUDENT ORGANIZATIONS-HOSA

HOSA

STUDENT ORGANIZATIONS

Continued emphasis is being placed on the importance of student organizations in health occupations education. In the past, student organizations were almost totally extracurricular and some students did not reap the benefits of these learning experiences. Vocational education is concerned because occupational success is not measured in technical skills alone. Students need experiences in developing social skills, leadership, citizenship, and a healthy positive attitude. Thus, student organizations provide the experiences necessary to insure a healthy, productive, and satisfying life. Currently, most student organizations are being incorporated into the curriculum because of the invaluable role they play in teaching citizenship, interpersonal skills, pride in accomplishment, and respect for the dignity of work.

Student organizations can benefit all of us as we strive to become self actualized. Teacher and students alike can utilize these experiences for the development of the attitudes, values, skills, and behaviors needed for a healthy, productive life.

It takes time to encourage and motivate students. Being a chapter advisor will call for additional dedication on the part of the teacher. However, being a student organization advisor also affords the teacher an opportunity to reap many rewards on both a personal and professional level.

Being an advisor allows for personal growth and professional development. Working with your students or such skills as parliamentary procedure can help you strengthen your own knowledge of the subject. The development of such skills can be of benefit to you in interacting with other professional organizations.

You can also get to know your students on a more personal basis, without undermining your instructional role, than the regular classroom permits. This enables you to obtain a better understanding of the problems and concerns which face young people today. This knowledge can then be utilized to help you become a more effective teacher.

You will also gain an opportunity to receive feedback on your program. You can observe the students in an actual business or professional situation and will be in the position to judge the effectiveness of your curriculum. Adjustments can easily be made to supplement or alter your curriculum to meet the current needs of the students.

Your students will be the professionals of tomorrow. Student organizations provide an additional opportunity to foster their development into effective leaders. They must be able to make policy and curriculum decisions wisely.

You will find many opportunities to interact with your counterparts from other parts of the state and the nation. Conventions and conferences allow you to meet people with similar interests and experiences. At the same time, it will afford you the opportunity to learn of different techniques and approaches, discuss problem areas, and explore curriculum changes

HOSA

An essential element when starting a student organization is a working knowledge of what that organization stands for and how it was formed. This section addresses those issues. Refer to the student module, LEARNING ABOUT HOSA, for further information regarding creed, emblem, colors, and mottor.

Purpose and Goals

The fundamental purpose of HOSA is to provide students: (a) an understanding of the health field, the dynamics of health care, and descriptions of various career opportunities; (b) the knowledge and skills needed for entry level employment as health workers; and (c) preparation for certification or licensure needed for employment.

Through appropriate guidance and counseling, health occupations education is designed to assist each student to: (a) understand and accept his abilities, aptitudes, and interest; (b) develop these interests; and (c) relate them to realistic life goals.

It is crucial that a student organization have some definite goals in order to be successful in preparing students to become productive citizens. HOSA has identified the following as its major purposes:

1. to foster programs, and activities that will develop the physical, mental, and social well being of the individual; leadership, character, and citizenship; ethical practices and respect for the dignity of work;
2. foster self actualizing of each member which will contribute to the meeting of each individual's psychological, social, and economic needs;

3. build the confidence of students in themselves and their work by learning to assume responsibilities, developing personal and occupational competencies, and social skills which lead to realistic choices of careers and successful employment in the field of health;
4. promote inter-organization relationships with professional groups, businesses, industries, and other student organizations;
5. recognize individual achievement in scholarships, occupational skills, or services rendered by providing awards;
6. promote the establishment of local student chapters to affiliate with KY-HOSA.

While the occupational program concentrates on cognitive objectives and specific job-related skills, HOSA supplements the program by creating opportunities for learning objectives that would enable the student to: (a) improve interpersonal relations by practicing the communication skills of listening, feedback, and reflections through planned exercises; (b) improve team membership skills and attitudes by learning to share, to give and receive criticism, encouragement, or support; (c) participate effectively in the democratic process both as a follower and as a leader in group decision making; and (d) enhance self-concept as a helping person by learning to accept responsibility for and consequences of personal actions with relation to others, especially to those being provided health care (FAHOSA, 1977, p. 3). Refer to the student module, BEING AN EFFECTIVE MEMBER, for more information.

History

For many years health occupations students were affiliated with Vocational Industrial Clubs of America (VICA) which serves students enrolled in trade, technical, and health occupations programs (Stadt & Gooch, 1977, p. 291). Health occupations educators felt a growing need for a separate organization that might better serve the needs of the health occupations students.

The need for a vocational leadership organization for students enrolled in health occupations has been addressed since the Health Occupations Educations (HOE) Division of the American Vocational Association (AVA) elected its first vice president. During an AVA Convention on December 3, 1971, Dale Peterson, University of Iowa, appointed a Task Force to: (a) study student clubs; (b) determine whether a new organization might better serve HOE students; and (c) examine whether a new organization was needed.

On December 6, 1972, at the business meeting of the HOE Division during the AVA Convention, the members adopted a Position Paper on Student Organizations in the Field of Health Occupations Education. This position paper stated that the HOE Division of AVA should "serve a facilitating role assisting the various states and/or local groups to develop the type of organizations each deems most appropriate to their settings." During the year following the development of the position statement, four states organized leadership organizations for students enrolled in health occupations education.

In 1975, the Policy Committee of the HOE Division endorsed the recommendation of the CORE Planning Group "to encourage those states with viable state wide student organizations to cooperate in forming

a charter organization." At this same meeting the Policy Committee established a student organization planning committee "to facilitate the efforts by states who now have viable HOE student organizations to (a) expedite seeking a national charter; and (b) devise ways to assist other states in their organizing efforts." Members of this committee were the HOE State Supervisor and/or a designee from the states of Alabama, New Jersey, Oklahoma, and Texas.

On November 4-7, 1975, through the leadership of the New Jersey Department of Education and Division of Vocational Education, eighteen representatives from all six states having statewide health occupations education student organizations met to plan a national leadership organization. Representatives of the state student officers and state HOE supervisors from six states (Alabama, New Jersey, New Mexico, North Carolina, Oklahoma, and Texas) voted to form the American Health Occupations Education Student Organization.

On November 10-13, 1976, 384 delegates and guests met in Arlington, Texas during the constitutional convention for the American Health Occupations Education Student Organization. During the business meeting, student delegates from six organizing states (Alabama, New Jersey, North Carolina, New Mexico, and Texas): (a) changed the name of the organiation to Health Occupations Students of America (HOSA); (b) adopted a national constitution and bylaws; (c) elected national officers; (d) slected national colors; (e) decided on a national motto; (f) made plans for a HOSA emblem competition; and (g) set the first national leadership conference for the spring of 1978. The state HOE supervisors, state advisors and student delegates from these six states signed a national charter and a copy of the signed charter was placed in the AVA time capsule.

In September, 1977, a new policy statement on student organizations was issued from the U.S. Office of Education and approved by Ernest L. Boyer, the U.S. Commissioner of Education and by Mary Berry, the Assistant Secretary for Education which included Health Occupations Students of America (HOSA). In December, 1977, the American Vocational Association, House of Delegates, passed a resolution that the AVA Board of Directors: (a) "recognize...the Health Occupations Students of America as the National student organization for health..."; (b) "promote the inclusion of... Health Occupations Students of America in the list of vocational student organizations recognized by the U.S. Office of Education; and (c) "support the inclusion of...Health Occupations Students of America in state planning for vocational education."

The first National Leadership Convention for HOSA was held in Oklahoma City, Oklahoma, on April 27-30, 1978. Since the 1976 Constitutional Convention, charter states had increased over 50% and charters were presented to Florida, Illinois, Indiana, Kentucky, Maryland, Tennessee, Minnesota, and Oregon. The emblem submitted by students from Tennessee was selected by the voting delegates to be the national emblem and competitive events in informative speaking and medical terminology were held for both secondary and post secondary students.

The second National Health Occupations Students of America (HOSA) Conference was held on June 26 - July 1, 1979, in Cherry Hill, New Jersey. At that time, there were twenty-six (26) states providing HOSA activities as an integral part of health occupations education. Other states were in the process of obtaining state charters (National HOSA, 1979).

The third National Conference for the Health Occupations Students of America was held in Asheville, North Carolina on July 6 - 10, 1980. At this conference, the student organization was reorganized and rechartered with the formation of "HOSA, Inc.".

HOSA, Inc., is the legal identity of the adult group responsible for the student program. The members of "HOSA, Inc." consist of those persons officially designated by the government of a state or territory as the principle person directly responsible for health occupations education in each affiliated state or territory. The primary purpose of HOSA, Inc. is to serve as the sponsoring agent for the student program known as the Health Occupations Students of America.

The fourth National HOSA Conference was held in Albuquerque, New Mexico, on June 25 - 29, 1981. Glenna Beverly from Kentucky was elected Eastern Area Vice President.

ORGANIZATIONAL STRUCTURE

HOSA

ORGANIZATION AND STRUCTURE

National

National HOSA and HOSA, Inc. serve as the unifying body for the state associations and provide for the growth and development of HOSA. The national organization through the management team of Kenora Enterprises provides the following services:

1. develops information and promotional material to be utilized by state associations for implementing HOSA activities;
2. reviews, approves, and issues charters to state associations;
3. renders advice and assistance to groups wishing to organize state HOSA associations.

State

KY-HOSA is the state organization comprised of local chapters under the direction of the Bureau for Vocational Education, Kentucky Department of Education. KY-HOSA provides the local schools with many benefits in relation to organizing and operating an active HOSA chapter. KY-HOSA assumes the following roles:

1. acts as a clearinghouse for ideas and information which will benefit local HOSA chapters;
2. serves as a liaison between National HOSA and local chapters;
3. provides direction and leadership for related concerns and activities;
4. offers state leadership training for local and state officers;
5. provides member services to all local chapters;
6. helps insure that HOSA activities are offered and recognized as an integral part of the total health occupations education instructional program;

7. serves as a unifying body by providing an opportunity for the chapters to work and plan together;
8. renders advice and assistance to groups wishing to organize local HOSA chapters (AIASA, 1979, pp. 10 and 27).

The state organization can also assist you in acquiring the necessary organizational materials. These materials include:

1. official guides and handbooks;
2. state and national constitution and bylaws;
3. sample of the recommended local constitution;
4. sample program of activities;
5. chapter supplies catalog;
6. award and contest information;
7. leadership materials;
8. affiliation forms for state and national charters.

State Advisor

The state advisor(s) can be a source of many materials relating to HOSA. In most cases, the advisor has several years of practical experience and can provide information regarding a wide variety of problems you might encounter. If the answers are not readily available, the advisor will know other local chapter advisors, community personnel, or national advisors whom you may contact for assistance.

To contact your state organization or state advisor, write:

Kentucky HOSA Advisor
Health and Personal Services Occupations
Education Unit (HSPO)
Bureau for Vocational Education
Frankfort, KY 40601
Phone: 502/564-3775

State Executive Committee

The State Executive Committee consists of the elected state officers, and one advisor to each officer. The State Executive Committee plans the progam of activities for the state organization; it determines the goals, projects, and social activities and is responsible for seeing that the program is communicated to the local chapters. It is also responsible for planning the State Leadership Conference.

Local Chapter

The foundation of the organization is the local chapter, for which all of the others exist. The local chapter plans and implements the local activities. The local chapter consists of active members, associate members, professional members, and advisors who are teachers in health occupations education. Many local chapters have Advisory Committees or health professionals who serve as consultants. These individuals give the local chapter a closer link with the Health Care and Delivery field.

KENTUCKY HOSA

On November 17, 1977, a delegation of 50 students, representing six Health Occupations Programs, and their advisors met at Bowling Green High School and voted to: (a) establish a state organization for health occupations students; (b) develop a state constitution and bylaws; and (c) apply for charter membership in National HOSA. This organizational delegation began development of a constitution and elected Betty Jo Phillips (Bowling Green High School) Interim President and Kathy Riggs (Elizabethtown VoTech School) Interim Secretary. Further development and editing of the constitution was completed in December, 1977. A constitutional convention was planned for early 1978 but was delayed because of school closings.

On March 2, 1978, a delegation of HOSA students and advisors, met in Elizabethtown to ratify the KY-HOSA constitution. State officers and advisors were elected. Application for charter membership in National HOSA was made. Kentucky was presented their charter during the First National HOSA Convention held in Oklahoma City, Oklahoma, on April 27-30, 1978. Delegates from Kentucky were Betty Jo Phillips (President) and Robin White (President-Elect).

The first Leadership Training Conference for KY-HOSA was held on October 12-14, 1978, in Louisville. It provided (a) general orientation to HOSA; (b) leadership training for local and state advisors and officers; and (c) planned the first year's program of work.

The first State Conference for KY-HOSA was held in March, 1979, at the Executive West in Louisville. Students from local chapters partici-

pated in the competitive events to determine the representatives for National Events. Officers for the next year were elected.

At the second National HOSA Convention delegates from Kentucky were Robin White and Brenda Robinson. At this convention, Kentucky placed (a) First in Job Application-Secondary Division (Carol Steward, Ohio Co. AVEC); (b) Second in Informative Speaking-Secondary Division (Julie Brady, Marion Co. AVEC); (c) Third in Job Application-Post Secondary Division (Lou Irwin, Russell Co. AVEC) and (d) Third in the Poster Competition (Melody Downard, Harrison Co. AVEC).

The second KY-HOSA Leadership Conference was held in Louisville on October 25-27, 1979. The agenda included sessions designed to strengthen student leadership skills in the areas of (a) developing a better self-concept; (b) fund raising; (c) increasing student knowledge of parliamentary procedures; and (d) exploring officers roles.

The second State Conference for KY-HOSA was held in Louisville on March 10-12, 1980. Students participated in the State and National Competitive Events and elected officers. At this conference, the state eyeglass project was instituted with VOSH (Volunteer Optometric Services to Humanity).

At the Third National HOSA Convention delegates from Kentucky were Vickie Henson and Glenna Beverly. At this convention, Kentucky placed First in the Poster Contest-Secondary Division (Laura Beck, Harrison Co. AVEC).

The Third KY-HOSA Leadership Conference was held in Louisville on October 2-4, 1980. The state officers led work sessions to train local officers in leadership roles. Work sessions were also held to develop rules for state contests.

The 1981 KY-HOSA State Convention was held in Louisville on March 12-14. Competitive events were held and the winners represented Kentucky at the National Conference in Albuquerque, New Mexico.

At the Fourth National HOSA Convention in Albuquerque, New Mexico, Kentucky nominated a National Officer candidate. Glenna Beverly (Knox Co. AVEC) was elected Eastern Area Vice President).

The 1981 KY-HOSA Leadership Training Conference was held in Louisville in October. Training sessions were conducted in competency based education for HOSA Leadership Roles.

On March 18-20, 1982, the KY-HOSA State Conference was held in Louisville. Competitive events were held and the winners will represent Kentucky at the National HOSA Convention in Chicago.

ORGANIZING A CHAPTER

HOSA

ORGANIZING A CHAPTER

For the new advisor, organizing a HOSA chapter may seem overwhelming, (Those who jump in without a definite plan may find themselves going in circles). There may be questions raised that you are unprepared to answer or you may be halfway to a goal only to find you must back up and redo part or pick up items which were omitted. By following certain steps, you can assure the chapter a smooth beginning and provide a solid foundation for all future activities. Refer to the Student Module, ORGANIZING A CHAPTER for more information.

In October, KY-HOSA holds it Annual Leadership Conference at Louisville. Prior to this meeting, a new chapter has numerous activities that must be completed in order for the new chapter to participate.

One major problem is financing the trip. Most chapters have solved this problem by having a major fund raising event at the beginning of the school year. Other chapters prefer to utilize funds left over by the chapter of the previous year. Each chapter must arrange to leave sufficient funds for the next chapter to get started on.

Another problem is the need for the chapter to be completely organized and functioning prior to the conference. Completing the necessary student modules, selecting officers, establishing committees, writing a local constitution and bylaws, developing a program of activities, and becoming affiliated with the state are time consuming.

Most teachers find that they need to have a meeting weekly to complete all the necessary steps in time. Many suggest establishing Friday as a regular HOSA meeting day. At the end of the week, the students are

tired and impatient for the weekend to begin. HOSA activities provide a change-of-pace from the classroom. In the more casual, less structured atmosphere, students make the rules and more movement is permitted. Students may work on their modules independently or in small groups. Students may also work on their modules during any free time they may have. Meetings may be reduced to bi-monthly or even monthly once the organizational process is completed. However, a minimum of once a month is suggested to keep the students motivated.

Procedures for Organizing

The week prior to the first meeting:

1. put up posters, brochures, etc., two or three days in advance of meeting;
2. post date and time of meeting (A.M. & P.M. groups of all students);
3. invite former chapter members or officers, if any, to explain what the chapter is all about (if school has never had a chapter, invite officers from another chapter in your region. Don't hit the student body cold);
4. set up a room for chapter meeting using flag, banner, emblem, and other chapter equipment (borrow this if your school doesn't have any).

First Organizational Meeting:

1. appoint a temporary chairperson (student) to conduct meeting, and a temporary secretary to keep minutes (chairperson calls the meeting to order and introduces the speaker(s) to talk about HOSA);

2. allow students to have a question and answer period (discuss activities, recreation, and fellowship);
3. teacher explains that HOSA is a student organization and teacher is an advisor only, stress that chapter is both work and fun, discuss relationship to curriculum;
4. vote to have a chapter;
5. presiding chairperson appoints membership committee to advertise the chapter;
6. discuss dues (state and national dues are set - discuss local dues). (This is enough for the first meeting).

Second Organizational Meeting:

1. presiding Chairperson calls the meeting to order, calls for reading of the minutes, introduces teacher/advisor;
2. the advisor explains the student modules, and talks about organizational structure
   (a) history of HOSA,
   (b) how it operates,
   (c) purposes,
   (d) presentation of Emblem, Creed, Pledge, and Motto and their significance;
3. collect dues;
4. the class as a whole works on Student Modules, LEARNING ABOUT HOSA, and BECOMING AN EFFECTIVE MEMBER.

Third Organizational Meeting:

1. presiding chairperson calls meeting to order, calls for the reading of the minutes, and committee reports;

2. chairperson appoints Constitution Committee (temporary) to review the National and State Constitution and bylaws (advisor works with this committee to explain sections - see section on developing the constitution and bylaws);
3. students work on Student Modules, USING PARLIAMENTARY PROCEDURES:
4. discuss and role-play parliamentary procedures.

Fourth Organizational Meeting:

1. presiding chairperson calls meeting to order, calls for the reading of the minutes, and gets committee reports, etc.;
2. advisor talks about officer selection and how to run an office campaign. Discuss application for officer candidates. (See Appendix for application form and campaign rules.) Explain that all officer candidates must successfully complete Student Module, DEFINING STUDENT LEADERSHIP ROLES AND RESPONSIBILITIES and the OFFICER SECTIONS before meeting with nomination committee.
3. appoint nomination committee for officer candidates testing and screening. (See appendix for Officer Screening test and Student Module, LEARNING ABOUT COMMITTEES.) Report back at next meeting;
4. work on Student Module, DEFINING STUDENT LEADERSHIP ROLES AND RESPONSIBILITIES.

Fifth Organizational Meeting:

1. presiding Chairperson calls meeting to order calls for reading of the minutes, and calls on committees to report;

2. constitution committee begins to draw up local constitution and bylaws to be presented at first regular chapter meeting;
3. nomination committee announces candidates who have applied and qualified for candidacy and sets up interviews;
4. begin work on Student Module, LEARNING ABOUT COMMITTEES;
5. officer candidates begin work on campaign speeches.

Officer Campaign Meeting (set date):

1. temporary chairperson conducts the meeting and calls on each candidate to make campaign speech;
2. adjourn and run campaign for about one week (put up campaign posters, etc.).

Officer Election Meeting:

1. temporary Chairperson calls meeting to order, and calls for report from nomination committee;
2. vote on candidates (take secret ballot or dismiss nominees from room during voting);
3. newly elected president takes over the meeting, appoints working committees (committees meet and select chairperson and secretary).
   (a) Membership Committee to make membership drives and collect dues, etc. (Permanent committee);
   (b) Program Committee (permanent) to begin to make a list of activities, month by month, to be discussed and voted on at the next meeting (all committees should complete the module, DEVELOPING THE ANNUAL PROGRAM OF ACTIVITIES, as part of this project);

(c) Budget Committee (permanent), this is the planning committee for determining chapter costs and funds needed to carry out program plans for the year (the treasurer is automatically appointed chairperson of this committee);

(d) hold discussion of other standing committees needed to suit the needs of your chapter, and appoint members to these committees. (NOTE. It is important to involve all members in some committee work). Refer to Student Module, LEARNING ABOUT COMMITTEES, for a list of possible committees;

(e) appoint a Hospitality Committee (can be temporary or permanent depending on the needs of your chapter) to make arrangements for and conduct the opening and closing ceremonies, and the installation ceremony at the next meeting.

First Regular Chapter Meeting - All officers presiding. (See Appendix for suggested seating plans):

1. go through opening ceremony (See section on Conducting Meetings for sample ceremonies). Each officer's part should be memorized before the meeting;
2. hold Officer's Installation Ceremony;
3. call for committee reports;
   (a) Membership Committee for list of members and dues collected;
   (b) Constitution Committee. Drafted constitution and bylaws should be read and adopted or sent back to committee for any changes needed;

(c) report from Program Planning Committee (suggested program of activities presented and discussed. This should be adopted or referred back to committee for changes);

(d) report from Budget Committee (this report should show the amount of money needed to carry out the planned program of activities and report on money collected from dues and fund raising activities);

(e) secretary should be assigned the duties of obtaining the State Charter and affiliation with National HOSA, (See Appendix and Student Module, ORGANIZING A CHAPTER, for forms and instructions). Also order materials which are available to chapters; club certificate, banner, flags, membership cards, emblems, pins, Secretary-Treasurer notebooks, etc.

Note: All future meetings should be well planned in advance of the meeting date. Plan an agenda to keep you on course and post two or three days before meetings. (See the Student Module, DEFINING STUDENT LEADERSHIP ROLES AND RESPONSIBILITIES, for steps in developing an agenda).

MEMBERSHIP/LEADERSHIP

HOSA

MEMBERSHIP AND LEADERSHIP

Groups are important to people. Since the beginning of time, people have wanted to gather together. There are four basic reasons for this urge to merge:

1. Security. Most of us feel the need for acceptance, stability, and a secure position in the social order. Being identified as a member of a recognized group helps fill this need;
2. New Experience. Groups offer the individual chances for new contacts, new friends, and new responsibilities. In addition, they offer a medium for exchanging ideas, playing new roles, and developing skills;
3. Recognition. Everyone enjoys prestige, influence, and attention. Often we refuse to admit even to ourselves how important this motivation is;
4. Response. This is the feeling of pleasure we get from sharing with other people and feeling that our ideas are accepted. We all occasionally need people to turn to and to tell our troubles. Most of us obtain satisfaction from talking with others and feeling we are needed.

A strong chapter will almost always promote itself. When members are enthusiastic and involved in an active program, and the fore mentioned needs are being met, they "sell" the chapter to others. However, there are ways the advisor and students can aid in the promotion of HOSA.

The advisor can plan an important role in promoting membership. Some of the ways the advisor can promote membership are to:

1. be flexible in structure and dues collection;
2. have meaningful activities;

3. make chapter work synonymous with class curriculum and job requirements;

4. be positive and enthusiastic;

5. recognize the chapter as a successful and proven teaching tool;

6. maintain a good balance of social and learning activities;

7. recognize those members who contribute and work hard.

(See section on Meetings and Ceremonies in this handbook.)

Students also play a very important part in promoting membership. It is by their word-of-mouth praise that most of the chapter publicity comes. Students can promote membership by:

1. having senior members or out-going members sponsor an activity for potential members (e.g., a picnic or pizza party);

2. making tape or slide presentations to show other classes - kids selling kids;

3. making presentations in Career Education classes at the 7th, 8th, 9th, and 10th grade levels.

4. planning orientation activities for parents of potential members to be presented at the Parent-Teachers organization at your school (PTA, PTO, PTSO);

5. using the Big Brother - Big Sister concept. Assign a one-on-one senior to new or potential members to answer questions;

6. utilizing school or community displays, posters, etc.;

7. publicizing awards and recognition through assemblies, the school paper, etc.

A group needs to work together in order to accomplish anything. A good group needs communication, mediation to be able to work out conflicts to the satisfaction of all concerned, and competition between groups not within groups.

Sometimes problems can arise that cause the group to falter or no longer work towards a common goal. Listed below are several problems that are common to groups, and some suggested solutions:

1. Lack of member participation.
2. Maintaining satisfactory membership (too small, high drop out rate, can't attract new members).
3. Members not interested (good attendance at social functions only, joined for wrong reasons).
4. Solutions:
   a. involve all members in setting group objectives, planning programs, suggesting speakers, etc.;
   b. challenge them on the responsibilities of carrying out the program of work;
   c. give recognition for any contributions (Richardson, et al., pp. 9-344).

Being a Good Member

In past sections we have talked about student leaders and their role in the chapter. However, leaders cannot lead unless they have someone to follow them.

All too often, advisors stress only leadership skills. At the entry level positions for which the students are preparing, they will not be leaders (supervisors). They will have to take orders and follow directions. Thus, it is important that they learn the importance of teamwork.

Followership skills can be developed. The advisor needs to stress how important each member is in the overall operation of the chapter. Each member has a role to perform. Every time a member voices an opinion or takes part in a vote, they are exercising their role and developing skills

needed to be a good follower as well as a good employee. See Student Module, BECOMING AN EFFECTIVE MEMBER, for further information.

If you had to select one ingredient for success whether it be in education, career, or personal life in general, it would be attitude. If you give your students only one thing, make it a good attitude.

Communication

This part provides you with basic information concerning communication skills. We all need to communicate. Communicating well takes skill as well as practice.

Speaking is one type of communication. Writing is a second form of communication. There is also another category of communication - non-verbal communication. This involves such things as facial expression, gestures, and other bodily movements.

Listening is also important for communication. Communication is a two-way street with a sender and a receiver. Just as in football, if one of these individuals fails at his/her job, the "pass" is incomplete and communication breaks down. To prevent this breakdown, it is necessary to practice listening skills as well as speaking skills. For communication to be effective, the person you are communicating with must receive and understand your message. The success of communication depends both on the skills of the person making the communication and on the person receiving the communication.

In communicating with others, you should always show respect and consideration. Everyone is entitled to their own opinion. You do not necessarily have to agree with someone else's views in order to respect that person. You should also try to discuss things that are of interest to both of you, rather than interests that are solely yours. As stated

before, listening is another necessity for good communication. Letting your mind wander during a conversation should be avoided. To improve listening skills, follow these guidelines:

1. look at the person who is speaking;
2. acknowledge that you are listening by nodding your head or occasionally interjecting an "I agree" or "that's true", etc.;
3. keep alert to what it is that person is saying;
4. ask questions;
5. try to reflect on what the person has said by summarizing and putting what they've said into your own words;
6. be sincerely interested in what the other person is talking about.

The above is a list of common courtesies, but they take practice. However, they're worth the effort. After all, we all expect others to listen to us -- shouldn't we extend the same courtesy?

It is also important to realize how we "come across" in our nonverbal expressions. Our body language tells those around us much of what we feel or think about what they are saying.

In communicating with others, it is necessary to provide feedback to them as well as to seek feedback from them for yourself. Criticism should be accepted willingly and with a positive attitude. Criticism should be constructive and handled tactfully. Criticism should also be delivered in the same manner -- as a way of helping the person or group to improve (Richardson, et al., 1976, pp. 2 & 3).

CONSTITUTION AND BYLAWS

HOSA

CONSTITUTION AND BYLAWS

The state advisor will send a packet of materials containing the information you will need to write the local Constitution and Bylaws. This information packet can be found in the Resource Room at your school. If this packet is not available at your school, please notify the state advisor.

Since it is quite time consuming and sometimes counter-productive to involve all students in arriving at Bylaws, have a committee of interested students (members of the planning group) study the needs and do the writing. During their deliberations you should work with them in order to maintain their interest and to insure satisfactory results. To do this you should:

1. distribute copies of the suggested Constitution and Bylaws;
2. schedule a few minutes of class time to get student's reactions;
3. monitor the committee efforts so that the Constitution and Bylaws are (a) reasonable, (b) in keeping with state and national constitutions, (c) not contrary to school policy, and (d) acceptable to the students;
4. you will notice that the constitution deals with fundamental laws and principles that serve for a long period of time. They can be changed or additions can be made by following the stringent regulations prescribed by the constitution. In contrast, the bylaws are more easily changed and are designed to guide the operational procedures. For the local chapter, consideration should be given to areas such as:

(a) duties of officers,

(b) procedure for electing officers,

(c) responsibilities and committees,

(d) meeting schedule,

(e) financing of chapter activities,

(f) responsibilities of members;

5. when these things have been accomplished, meet with the school administrator and seek approval;

6. after this has been granted, the final version should be presented at the organizational meeting and accepted by a voting majority of the students;

7. place a final draft of bylaws (along with collected state and national dues, membership roster, and names of elected officers and local advisor) with the state advisor at HPSO Unit in Frankfort;

8. when the certificate of the Charter has been received from the state advisor;

(a) acquaint yourself with the rights, responsibilities, and privileges of members,

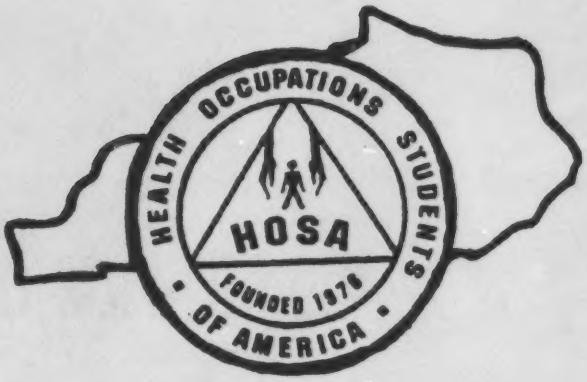
(b) inform students of their reporting responsibilities to the state and national association,

(c) plan a special get together for the occasion,

(d) have the Charter framed and display it in a prominent place.

(Refer to the Appendix for an example of a constitution and bylaws which you may refer to in developing your local constitution. Another excellent source of assistance is Robert's Rules of Order, Revised Edition,

under the section entitled "Bylaws" and subsection "Sample Bylaws." Robert's Rules of Order also has several sections on the organization and development of a new association.)



PARLIAMENTARY PROCEDURES

HOSA

PARLIAMENTARY PROCEDURE

In discussing parliamentary procedure and its relation to democracy, it is important that we thoroughly understand why parliamentary rules were developed. We should also know the value of such rules to an organization, to the leaders in charge, and to the individual members. Such knowledge would be educational to all concerned. It would also contribute to the wholesome development of democratic group action and the leadership ability within the organization.

Parliamentary procedure (law) provides for free and open discussion. It also implies that a group can control and restrain its members whenever such action contributes to the general welfare of the group. Fundamentally, parliamentary procedure is designed to accomplish four principles:

1. justice and courtesy to all;
2. handle one thing at a time;
3. the will of the majority prevails;
4. the rights of the minority are protected.

The burden falls on the presiding officer!

Motions

A motion is a proposal by one member that the assembly take a certain action. There are several different kinds of motions, and each one falls into a certain class with certain rank, in some cases. There are three of motions; Main, Subsidiary, and Privileged; which have a certain rank. A fourth class of motions, Incidental, do not have any established rank, but take their rank out of the particular situation in which they are moved. These motions, and the rank into which they fall, are shown on

the chart at the end of this section. Refer to Student Module, USING PARLIAMENTARY PROCEDURE for more information on motions.

Parliamentary Procedure in Action

The presiding officer should:

1. open the meeting by striking the gavel once, standing quietly until the attention of the group is obtained....then say; "The meeting will come to order.";
2. refer to him/herself as the "Chair" when presiding;
3. insist on a motion and a second before allowing discussion;
4. allow only one main motion before the assembly before taking up action;
5. repeat the motion before calling for the vote;
6. always announce the results of the vote;
7. state: "The treasurer's report will be placed on file, subject to audit." (Only the auditing committee report requires a vote.)

Members should:

1. stand and secure recognition before stating the motion;
2. address all remarks through the Chair;
3. say "I move" (rather than "I make a motion" and "I offer an amendment");
4. second motions requiring a second without making the Chair ask for it;
5. make all motions concise and complete;
6. limit remarks to question under discussion;
7. move the previous question to stop debate...do not shout "Question" (this only calls for a vote).

New Business

1. business is brought before the assembly either by a motion, by a member or by presentation of a communication. It may arise under committee reports or when the chairperson calls for new business;
2. a main motion is one that is made to bring any subject before the assembly;
3. before a motion can be made, it is necessary for the member to do two things:
   a. rise and address the presiding officer;
   b. receive recognition from the presiding officer.

For more details regarding parliamentary procedures, see the Student Module, USING PARLIAMENTARY PROCEDURE, or Roberts Rules of Order, revised Edition.

Chart on Parliamentary Motions

	Requires Second	May Be Amended	May Be Debated	Required Vote	May Be Re-considered
Privileged Motions (1)					
1. Fix Time on Meeting	Yes	Yes	(3)	1/2(4)	No (9)
2. Adjourn	Yes	No	No	1/2	No (9)
3. Recess	Yes	Yes	(3)	1/2	No (9)
4. Question of Privilege	No	No	No	Ch (5)	Yes
5. Orders of the Day	No	No	No	Ch-1/3	No
Subsidiary Motions					
1. Lay on Table	Yes	No	No	1/2	No
2. Previous Question	Yes	No	No	2/3(6)	Yes
3. Limit Debate	Yes	Yes	No	2/3	Yes
4. Postpone to a Certain Time	Yes	Yes	Yes	1/2	Yes
5. Refer to Committee	Yes	Yes	Yes	1/2	Yes
6. Amend	Yes	Yes	(7)	1/2	Yes
7. Postpone Indefinitely	Yes	No	Yes	1/2	Yes
Main Motions (2)					
1. Main Motion for General Business*	Yes	Yes	Yes	1/2	Yes
2. Take from the Table	Yes	Yes	Yes	1/2	Yes
3. Reconsider	Yes	No	(7)	1/2	No
4. Rescind	Yes	Yes	Yes	1/2(8)	Yes
5. Make a Special Order of Business	No	No	No	2/3	----
Incidental Motions					
1. Suspend Rules	Yes	No	No	2/3	No
2. Withdraw a Motion	No	No	No	1/2	Yes
3. Object to Consideration	No	No	No	2/3	Yes
4. Point of Order	No	No	No	Ch(5)	No
5. Appeal from Decision of the Chair	Yes	No	No	1/2	Yes
6. Division	No	No	No	----	----
7. Roll Call	Yes	No	No	1/2	----

Note: Privileged are all those above and including 'Main Motion' (see*) in order of precedence.

Notes:

1. in order of precedence;
2. no order of precedence;
3. original motion not debatable, amendment debatable;
4. 1/2 means one more than half of total voting (a majority);
5. requires only the Chair's decision, majority vote required if appealed from Chair;
6. 2/3 means two-thirds of total voting;
7. debatable only when motion to which applies is debatable;
8. 2/3 without notice or majority of entire group, if notice, majority of those present;
9. no, but if defeated can be presented again after reasonable time.

9-4

Parliamentary Procedure: What Do I Want To Do?

If I want to:	I should:
1. Obtain the Floor.	Rise and Address the Chair
2. Introduce Business.	Make Main Motion
3. Reject a Question	Postpone Indefinitely, Object to Its Consideration, Table (Suppresses Temporarily).
4. Modify or Change.	Amend
5. Let a Few Study a Matter. . . .	Refer to a Committee
6. Defer Action.	Postpone to a Definite Time, Make a Special Order, Table, Reconsider and Enter in the minutes.
7. Fix a Time to Attend to a Matter.	Postpone to a Definite Time, Make a General or Special Order.
8. Regulate Privileges or Debate .	Move the Previous Question, Modify Debate
9. Suppress the Question	Object to Consideration, Postpone Indefinitely
10. Reverse the Decision of the Chair	Appeal
11. Do Something Contrary to the Rules	Suspend the Rules
12. Take up Established Orders. . .	Call for Orders of the Day
13. Do Something Contrary to Bylaws.	Change the Bylaws
14. Correct Improper Procedure. . .	Rise to a Point of Order
15. Make a Request.	Rise to a Question of Privilege, Rise to a Parliamentary Inquiry, Rise to a Point of Information
16. Determine the Correctness of an Announced Vote.	Call for a Division of the Assembly, Move to have the Votes Counted

MEETINGS AND CEREMONIES

HOSA

CHAPTER MEETINGS

A club or organization is dependent upon a group of people working together to reach a decision or take some action. Parliamentary procedure is the set of rules and procedures used to help groups work co-operatively together and protect the rights of all members of the group.

According to Harold R. Brinkley (1978), parliamentary law or parliamentary procedure is based upon a democratic philosophy. It recognizes the worth of the individual, provides for free expression of ideas, and recognizes the will of the majority in regulating the affairs of the group, those affected -- the organization. It also implies that well-informed members are more capable of making sound decisions than are uninformed members.

The need for an orderly and efficient procedure in conducting meetings becomes apparent when people are interested in group action to provide for the general welfare. As our country developed a philosophy of democratic action, the need for group participation became more urgent. You have heard of "democracy," "a democratic form of government," and "democratic action." If you were asked to give your impression of these terms, what would your answer be? Different opinions have led to different philosophies of group action.

Never before in our country has there been such need for people to cooperate in a democratic manner. From a social and economic standpoint people must combine their efforts in order to live most advantageously in a democratic society. For people to combine their efforts in a cooperative movement, there must be a system whereby they

can arrive at democratic decisions. Parliamentary procedure offers a way of arriving at group decisions in an orderly and democratic manner.

Many individuals have the idea that parliamentary procedure is too difficult and complicated to master. Others have the idea that parliamentary procedure is a way of "railroading" certain items of business. Still others think that parliamentary procedure is a "formality" to go through. These ideas are "off base". Where such ideas exist, there can be no true democratic action of the group.

Order of Business

1. Call to Order

   The president stands and calls the meeting to order at the designated time.

   One tap of the gavel. The president says:

   "The meeting will please come to order."

   Waits for perfect order, and ascertains if a quorum is present.

2. Reading and Approval of Minutes

   The president says; "The secretary will read the minutes of the preceding meeting."

   The secretary stands and reads the minutes.

   The president calls for corrections to the minutes; "Are there any corrections?" Waits for corrections then says: "There being none, the minutes stand approved as read." Or if corrections have been made: "If there are no further corrections, the minutes stand approved as corrected."

3. Statement of Treasurer

The president calls for a report from the treasurer. The Treasurer stands and reads the report. The president says: "Are there any questions? This report was read for your information and will be placed on file." No action is taken on the unaudited report of the treasurer.

4. Correspondence

Bills--action is taken on their payment.

Reading of communications by secretary--any action that may arise from the reading is deferred until unfinished or new business is taken up.

5. Reports and Their Disposal

a. Executive Committee

b. Standing Committee

c. Special Committees:

1. reports which contain only facts, opinions, or a report of work done require no action;
2. if a report contains recommendations or resolutions, action must be taken. They should be put at the end of the report, and the reporting member should move that they be adopted. If there is more than one, action should be taken on each recommendation separately;
3. no action is taken on accepting the report of the nominating committee.

6. Unfinished Business

The presiding officer has a record of the unfinished business on the agenda and presents it for consideration and action. It includes:

a. business postponed from the previous meeting;

b. business on which action was not completed at the previous meeting.

7. New Business

New business is introduced by a motion or by a resolution. Refer to Student Module, USING PARLIAMENTARY PROCEDURE for the procedures of introducing business.

8. Announcements

Announce next meeting and other important activities.

9. Program

President, or Program Chairperson, introduces the program. President thanks participants at conclusion of program.

10. Adjournment

a. By motion

b. By general consent: "If there is not further business and no objection, we shall adjourn -- There being none, the meeting is adjourned."

Agenda for a One Hour Business Meeting

3 minutes 1. Opening

a. call to order

b. invocation and opening ceremony

(If a meal is to be served, throughout the time the food is being served and the members are enjoying the meal, the following can be done.)

25 minutes — 2. Reports

- a. introductions of guests
- b. minutes of previous meeting
- c. treasurer's report
- d. correspondence read
- e. committee reports

25 minutes — 3. Business Meeting

- a. old business
- b. new business

7 minutes — 4. Closing

- a. announcements
- b. thank you
- c. closing ceremony
- d. adjournment

HOSA CEREMONIES

The various ceremonies by HOSA are designed to impress the members with the importance of chapter goals and activities, and with the responsibilities associated with membership. A dignified, impressive ceremony can communicate to all members the significance of their organization, and the fact that each member is expected to develop his/her full potential. Currently KY-HOSA has not adopted any official ceremonies. The following are examples of the several types of ceremonies you might need in organizing the local chapter. You may wish to use these sample ceremonies or write your own.

NOTE: As soon as state and national HOSA has adopted official ceremonies, copies will be sent to the advisors for placement in the Advisor's Manual.

SAMPLE
OPENING CEREMONY

When the time set for the opening of the meeting arrives, the President after quietly arranging for necessary officer substitutions rises, raps for attention, secures order, and proceeds as indicated below.

PRESIDENT: "This meeting of the _____ Chapter of the Kentucky Health Occupations Students of America will come to order. Mr./Madame Vice President, are all of the officers present?"

VICE PRESIDENT: Yes.

PRESIDENT: "Officers and members, what does the symbol of HOSA represent?" (All stand at 3 taps of the gavel.)

ALL MEMBERS IN UNISON: "The circle represents the continuity of health care. The triangle illustrates the three aspects of well-being in human kind: social, physical, and mental. The hands signify the caring and active HOSA members." (All are seated at 1 tap of the gavel.)

PRESIDENT: "The secretary will now call the roll of members."

SECRETARY: "Mr./Madame President, there are _____ members and _____ guests present."

PRESIDENT: "Thank you Mr./Madame Secretary. HOSA members, why are we here?" (All members stand at 3 taps of the gavel.)

ALL MEMBERS IN UNISON: "To develop physical, mental, and social well-being. To practice good citizenship, promote leadership, and through ethical practices learn to do and to respect the dignity of good work. To promote inter-organizational relationships with professional groups and other student organizations. To recognize individual achievement. And to promote involvement in health care issues." (HOSA Creed may be recited here.)

PRESIDENT: "We will now repeat the Pledge of Allegiance." (Pledge to the Flag is spoken, all seated at 1 tap of the gavel.)

PRESIDENT: "With our purposes clearly in mind, I now declare this meeting of the _____ Chapter of Kentucky Health Occupations Students of America duly open for conducting business. Mr./Madame Secretary, would you read the minutes of the last meeting. (Proceed with the regular order of business.)

SAMPLE
CLOSING CEREMONY

PRESIDENT: "Mr./Madame Secretary, what is the next item of business?"

SECRETARY: "I have none, Mr./Madame President."

PRESIDENT: "Does any member know of any new or unfinished business to be brought before the chapter at this time?" (If no answer proceed as follows.)

PRESIDENT: "We are about to adjourn this meeting of the _____ Chapter of Kentucky Health Occupation Students of America. May our lives always be filled with service to others, and may we keep the motto of HOSA firmly planted in our minds. "The hands of HOSA mold the health of tommorrow." I now declare this meeting adjourned." (Meeting is adjourned with 1 tap of the gavel.)

SAMPLE
OFFICER INSTALLATION

The officer installation ceremony should help the new officer develop a sense of shared purpose with his/her fellow officers and the members at large, and the realization that they will be working together

to improve life for themselves and others. Be sure the chapter officer installation ceremony is significant. Work with the individuals who will take part in the actual ceremony to ensure that they are prepared to conduct an impressive ceremony (Hamilton, et al., 1977, pp. 8-10).

It is recommended that an installation team (either the outgoing president, president from another chapter, or an advisor) install the new officers. The newly elected officers are placed in front of their stations. The installation officer stands behind the rostrum. The installation officer has a lit candle - new officers have unlit candles. All participants should have their parts memorized.

INSTALLATION OFFICER: "I consider it an honor to meet with this assembly and officially install the officers you have chosen to serve you this coming year. I know you have faith in each one of them or they would not have been elected. In order for these officers to help this chapter progress, there must be enthusiasm and cooperation exercised by every member present. Will the assembly please rise and repeat the Pledge to the Flag." (Pledge is said and assembly is seated. New officers remain standing.)

INSTALLATION OFFICER: "Will the newly elected officers repeat the symbols and duties of their offices, beginning with the president." (Proceeding in order from president to parliamentarian, the new officers state their office symbols and duties.)

INSTALLATION OFFICER: "Does each officer pledge to lead this organization forward to the best of his/her ability?"

OFFICERS, IN UNISON: "We do." (Installation officer leaves rostrum and lights the new officers candles. Returns to the rostrum.)

INSTALLATION OFFICER: "Will the assembly please rise? The newly installed officers will lead us as we repeat the HOSA creed." (Creed is spoken.)

INSTALLATION OFFICER: "I now declare these officers officially installed and responsible for performing the duties of their offices. This meeting is adjourned."

Recognition and Awards

Skill and excellence are recognized and encouraged in American society. Recognition events are opportunities for members to gain a sense of accomplishment and self confidence. Awards generate student motivation and interest; they help students develop pride in themselves.

Recognition of each member's progress toward his/her own goals should come from peers. Strategies for effecting this reinforcement may vary but assuring recognition for individual success, large or small, is important to the organization's purposes. Examples of awards might include: (a) certificates of merit, (b) shoulder patches or pins bearing the HOSA logo, or (c) small trophies or ribbons.

A record of HOSA activities, highlighting the major events, is traditionally the responsibility of the Historian. Outstanding achievements of individuals and teams should be recorded and displayed in the Chapter Scrapbook.

Ribbons, certificates, and medallions make ideal awards because they can be duplicated and preserved in the scrapbook. Photographs of the occasion and the student with their awards might be included. (FA HOSA, p. 28).

It is important to give all participators certificates of participation. This aids in promoting active contestants and continued success in contests.

Banquets

Banquets are often an excellent way to formally recognize the people who have made community involvement possible. Formal recognition should be given those persons and institutions who provide support and assistance in implementing the program of activities. Teachers, special speakers, parents, etc., may also be honored in this way. Student certificates or other momentos may be presented.

Publicizing Recognition Events

Publicizing recognition events is excellent PR for the chapter. Utilize the school or local newspaper, radio, etc. to advertise the event. School "Honor Day" may be an excellent way to get outstanding chapter members recognized. Refer to Student Module, USING PUBLIC RELATIONS STRATEGIES, and the Public Relations section of this handbook, for information.

Award Ceremonies

Ceremonies are utilized to highlight special events. What could be more special than the student's achievement of excellence?

Currently, national HOSA does not have an official awards ceremony. You may wish to assign the task of writing a local awards ceremony to a special committee.

PROGRAM OF ACTIVITIES

HOSA

PROGRAM OF ACTIVITIES

The local program of activities or projects should provide an opportunity for individual and group development. However, when selecting activities, consideration should be given to the value that activity will have for each member. The chapter program of activities must lend itself to the needs of each member.

The chapter activities or projects should provide an opportunity for:

1. the development of a spirit of cooperation;
2. an understanding of the role and value of competition;
3. identification and recognition of social values;
4. the development of communication skills, written and oral;
5. individual development and recognition;
6. a realization of the role and the responsibilities of leadership.

What is a Program of Activities?

The program of activities is the local HOSA chapter's written, planned, and approved program of action; what the local members plan to accomplish during the current school year. A program of activities is made up of projects planned by the chapter's standing committees. The local program of activities is a planned list of projects that the members have discussed, agreed upon, and plan to complete. The program of activities should include only those activities that relate to the aims and objectives of HOSA and supplement the local health occupations education course of study.

A HOSA activity is a project that is selected, planned, carried out, and evaluated by local committees made up of local HOSA members. Once the local committees have developed a list of projects and obtained agreement and a commitment from the members, the local program of activities emerges.

The purpose of a local program of activities is to provide involvement of all mmembers in carrying out the work of their chapter, and to assist the teacher/advisor in providing instruction that contributes to the development of the individual student and health occupations education in the local community. Also, a program of activities can provide motivation to the students through participation in various activities. A program of activities emphasizes the need for student excellence in classroom work day by day.

Developing Goals and Objectives

Every day we formulate numerous goals for ourselves. These goals tend to vary in terms of their importance and the amount of time we spend thinking about them. For example, your career goals are probably more important to you than your goals for enjoying the next weekend. You will undoubtedly spend more thought in deciding your career than in deciding your plans for the weekend. Refer to Student Module, PROGRAM OF ACTIVITIES for more information on setting goals.

Presenting and Clarifying Goals

Mager (1972) has written an interesting and informal book on goal analysis. He suggests ways to clarify what we mean by our abstract (or "fuzzy") goals. Step 1 of a goal analysis is to writing down the goal. By writing dow the goal we have accomplished step one of the goal analysis. Step 2 of the analysis is to describe what someone would have to do to achieve the goal. A list of such behaviors or performance should be made. Finally, Step 3 basically involves selecting from this list those behaviors that are essential for achieving the goal.

Your group can clarify your goals by using these three steps. Next time one of your members suggest a project or group goal, try applying

these three steps to clarify the group project or goal. If you do so, your group will have a clearer understanding of the goal.

Developing Objectives

The group agrees on a very worthwhile goal, but no one in the group seems to know how to go about acieving the goal. One way is to develop objectives for the project.

We will define an objective as a statement that specifies the Actors, Behaviors, the Conditions, and the Degree needed to achieve a goal. You might call this definition the ABCD approach to objectives. Your group will find that you can specify your goal in much clearer terms if you use the ABCD objective approach. By writing several objectives for your goal, your group will find developing group goals to be an easier task.

Once the group has formulated a goal, steps must be taken to maintain the standards of work needed to successfully attain the goal. This requires excellent teamwork. The group leader(s) perform a vital function at this point because it is their responsibility to coordinate the tasks that subgroups, committees, or individuals are working on.

Motivating the Group

The leader(s), as well as individual members, can help motivate a group to actively pursue its goals. Motivation is not something that can be developed by a set of rules. Motivation is the positive attitude that help motivate the group by complimenting or praising (or showing appreciation in some other way) individuals for work they are doing. Of course if each group member displays a positive attitude toward the group activity, then the motivation of the group will surely be at a high point.

Developing Short-Term and Long Term Plans

Developing a time plan involves three steps: (a) identifying tasks that need to be accomplished, (b) organizing these tasks sequentially in the order that they should be accomplished, and (c) setting a date for the accomplishment of each task. These three steps apply to both short-term plans and long-term plans. The difference is that long-term plans cannot be planned for as accurately. Therefore a fourth step, the re-adjustment of the dates for task accomplishment, is involved in long-term planning.

Your group can best develop its goal by (a) helping members clarify their values, (b) clarifying group goals, (c) developing ABCD objectives for the goals, (d) maintaining high standards for goal achievement, (e) motivating the group, and (f) developing short-term and long-term plans.

Developing a Program of Activities

The basic steps for developing a local program of activities may vary for a new chapter or chapter that has not previously developed a program of activities. However, the following steps have been useful in the development of programs of activities in local chapters.

1. Identify the standing committees by your chapter:
   a. leadership;
   b. civic;
   c. public relations;
   d. social;
   e. finance;
   f. regional--state;
   g. others;

2. Select or appoint chairperson, secretary and members to serve on committee:

   Ex. Public Relations Committee

   Chairman _____

   Secretary _____

   Members _____

   All HOSA members, except local officers, should be on a standing committee. Refer to Student Module, LEARNING ABOUT COMMITTEES for more information on committees.

3. Each committee develops a list of activities or projects that relate to their committee. After committee has identified activities, they should then:

   a. set goals for each activity;

   b. develop ways and means for carrying out activities--

   c. determine cost of each activity;

   d. develop a budget for their committee.

   New chapters may find it practical not to undertake too many activities the first year. However, the variety and number of chapter activities depend on the ingenuity and vision of the chapter members and the chapter advisor. While most projects or activities will be of a group nature, every effort should be made to allow for individual students' interest and abilities.

4. After approval by chapter the committee's recommendations become a part of the chapter's program of activities. The committee's activities should be typed and the chapter president and advisor should present and discuss the program of activities with the school principal. After approval by local administration, copies should be provided to all committee chairpersons, officers, advisor,

principal, and a copy posted in the Health Occupations classroom.

5. Committee members should set goals that are challenging, but can be reached.
6. Activities should provide an opportunity for leadership development not just busy work or selling candy!
7. Remember, a few activities planned and carried out well that are successful are better than an extensive list of activities not carried out or carried out poorly. Quality NOT Quantity!
8. Select activities that can be carried out and completed during the semester or year.
9. Use last year's program of activities as a guide--use successful activities and disregard the poor ones.
10. Program of activities should be developed and ready for chapter approval during September.
11. As many activities as possible should require little or no capital outlay by chapter treasury.
12. Activities should be evaluated after completion and use this information for news items, reports, etc.
13. Up coming activities and those completed can be used for news items in school, district, and state media. (Riley, 1974, pp. 3-12).

Writing Chapter Activities

1. An Activity is composed of:
   a. the TITLE; What is the activity? The activity should be stated simply and clearly, reflect action, and tell what the chapter is going to do.
   b. a Goal; An activity must have a goal. Goals should be realistic and reflect group activity, numbers, and dates.

c. the WAYS AND MEANS of carrying out; How are you going to carry out the activity? An activity must be planned. Committee members develop a plan for carrying out the activity.

d. the EVALUATION; What happened? An activity must be evaluated by committee members and the chapter. Did it reach the stated goal? If not, why not? Was the activity poor? Should it be included in next year's program of activity?

e. the COST; What will the activity cost? Committee must estimate the cost of the activity. Can the chapter handle the cost? Is the cost too high? The chapter must make this decision.

See the Sample Guide for a Program of Activities at the end of this section.

Every HOSA activity should contribute in some way to the personal development of your students. That is not to say that some of them should not be pure fun...because social activities are part of personal development, too! Nonetheless, HOSA is a learning experience and care should be taken in planning activities.

SAMPLE

GUIDE FOR ANNUAL PROGRAM OF ACTIVITIES

*Nature of Activity Code
(1) Civic, (2) Educational, (3) Financial, (4) Leadership, (5) Public Relations, (6) Recreational, (7) Social, (8) Other

Date	Activity	*Nature of Activity	Goals	Ways & Means	Evaluation of Activity	Expenses	Income
Sept.	Membership Drive	2	100% Membership $4.00 p/member 3.50 State/National .50 Local Chapter		% of members recruited	$ 12.50	$140.00 17.50 Local Chapter
Sept.	Election of Officers	4	Selection of the nominating committee/ Functioning of the committee. Provide slate of qualified officer candidates.		Performance of nominating committee. Election of qualified officers		
Oct.	Organize fund-raising	3	Finance projects. Raise money to send officers to Leadership Conference.	Halloween Candy Sale Chili/Hot Dog Sale	Raise amount of money targeted. Participation of all members.		450.00 50.00
Oct.	Leadership Conference	2-4	Send all officers to State Leadership Conference.	Accumulated Treasury	# of officers attending/ Participation of officers at conference.	275.00	
Nov.	School Service Project	2-5	Decorate bulletin boards in school.	Accumulated Treasury	Planning/completion of project. Participation of all members.	10.00	
Dec.	Christmas Party for Special Education Class	1-5-7	Provide Gifts-refreshment-games	Accumulated Treasury	Planning/completion of project.	75.00	

818

SAMPLE

GUIDE FOR ANNUAL PROGRAM OF ACTIVITIES

*Nature of Activity Code
(1) Civic, (2) Educational, (3) Financial, (4) Leadership, (5) Public Relations, (6) Recreational, (7) Social, (8) Other

Date	Activity	*Nature of Activity	Goals	Ways & Means	Evaluation of Activity	Expenses	Income
Dec.	Food baskets (joint project with FBLA)	1-5	Provide food for baskets to be given to 6 needy families.	Donations--Accumulated Treasury	# of food baskets. Involvement of all members.	$ 50.00	
Dec.	Christmas Float (joint project with FBLA)	4-5-7	Plan and build float.	Donations from sponsors	Completion of project. Planning/Working with FBLA Money/material management.		
Jan.	Organize fund-raising	3	Raise money to send officers/contestants to State convention.	Sale of notecards Bake sales	Raise amount of money targeted. Participation of all members.		$500.00 50.00
Feb.	Valentine's Day Skating	6-7	Provide recreational and social activity for members and guests.	Accumulated Treasury	Planning/completion of project.	75.00	
Mar.	Local Competitive Events	2	Select contestants for State Convention.		Planning/Conducting local contests. Selection of contestants for State Convention.		
Mar.	Field Trip to a health care facility	2	Develop awareness of career openings in health care facilities.	Accumulated Treasury	Planning/completion of project. Response of members to project.	50.00	

8-9

SAMPLE

GUIDE FOR ANNUAL PROGRAM OF ACTIVITIES

*Nature of Activity Code
(1) Civic, (2) Educational, (3) Financial, (4) Leadership, (5) Public Relations, (6) Recreational, (7) Social, (8) Other

Date	Activity	*Nature of Activity	Goals	Ways & Means	Evaluation of Activity	Expenses	Income
Apr.	Assist with Special Olympics	1-5	Provide coaches/ chaperones for local-district.		Participation by all members/Response of members to project.		
Apr.	State convention	2-4	Send officers/ contestants/delegates	Accumulated Treasury	Competitive Events Participation of officers/ contestants/delegates	$350.00	
May	Service Project- National Nursing Home Week	1-5	Assist during Open House and Cook-out		Participation of all members/Response of members to project.		
May	Awards Presentation Tea for parents and Advisory Committee	5-7	Recognize outstanding members/Advisory Committee	Accumulated Treasury	Planning/completion of project. # of members/guests attending	60.00	

Your Calendar

No one suggested chapter calendar will fit your chapter exactly. You have unique situations, problems, and experiences in your school and community that will shape your program of activities. This is as it should be. At the same time, your chapter can take ideas from others and be guided by the national and state program of work and suggested projects. Developing a calendar of activities will be a leadership experience in itself for your students.

Many times a program of activities will fail not because of the activities, but because of poor timing. You can develop the greatest program, party, or sale but if the public doesn't require that service at that time, the project will fail.

Included here is a sample calendar showing possible events, each month from September to June. There is also a listing of a variety of activities to give you ideas.

Hints for Scheduling Activities

1. Do not over load any one month.
2. Check school activities and other clubs or chapters to make sure activities do not overlap. (Two bake sales or car washes at once will not make money for either group.)
3. Get a list of school holidays and Christmas and spring break. Plan accordingly.
4. Utilize seasonal items and holidays for parties and sales events. Examples - sell penny candy before Halloween, ornaments before Christmas, have a Valentine Party.
5. Have a good balance of social, service, and educational events each month.
6. Schedule some exciting events for slow months (e.g. March when there are no holidays and you are waiting for spring break).

7. Consider weather conditions in long range plannings (e.g. snow in January and February). Don't plan trips, out of town speakers, regional contests, etc. during this period.

SAMPLE CALENDAR OF ACTIVITIES

_____ 19___ - 19___
Chapter

Activity	Responsible Committee
SEPTEMBER	
Membership Drive	Membership
Election of Officers	Leadership
OCTOBER	
Organize Fund Raising	Financial
State Leadership Conference	Leadership
NOVEMBER	
School Service Project	Public Relations

Activity	Responsible Committee
DECEMBER	
Christmas Party for Special Education Class	Civic and Public Relations
Food Baskets	Civic and Public Relations
Christmas Float	Civic and Public Relations
JANUARY	
Fund Raising	Financial
FEBRUARY	
Valentine's Skating Party	Social

Calendar of Activities (Continued)

Activity	Responsible Committee
MARCH	
Local Competitive Events	Leadership
Field Trip	Leadership
APRIL	
Assist Special Olympics	Civic and Public Relations
State Convention	Leadership
MAY	
Service Project	Civic and Public Relations
Award Presentation	Civic and Public Relations

Activity	Responsible Committee
JUNE	
JULY	
AUGUST	

Suggested Activities

1. safety poster contest
2. adopt a needy family
3. faculty recognition tea, reception, assembly
4. visit a local Health Agency
5. guest speaker--on just about any subject
6. parliamentary procedure study
7. inter-chapter visits or socials
8. occupational display or occupational library section
9. career program or career open house
10. parents banquet
11. employer-employee banquet
12. picnic
13. skating party
14. Alumni Day
15. present honorary life membership
16. parade float
17. dinner meeting in local restaurant
18. parties--Thanksgiving, Christmas, Valentine's Day--or other day
19. welcome new teachers, new students
20. program on highway safety, home safety, job safety
21. collect toys for needy children
22. visit nursing homes, hospitals, orphanages
23. develop a community participation event
24. HOSA newsletter or HOSA column in school paper
25. display HOSA billboard poster
26. babysitting service so parents may attend school functions
27. leadership workshops on public speaking, parliamentary procedure, job interview
28. new member initiation
29. officer installation
30. National HOSA Week
31. Color Day (everyone wear official dress or navy, white and maroon)
32. Mr. and Miss HOSA Contest
33. offer cosmetology or nursing services to nursing homes, hospitals
34. HOSA display in shops, banks, etc.
35. repair services for nursing homes, youth service institutions

36. ecology survey

37. drug seminar

38. volunteer services for nursing homes, youth service institutions

39. "adopt" foster children or foster grandparents

40. pen pal exchange with a "sister" HOSA club

41. promote police-community relations

42. contests--scrapbook, poster, display, photograph, etc.

43. Vocational Youth Week

44. speakers' bureau--participants talk to school and civic groups

45. "Rent-a-Kid" (a day's worth of odd jobs--money used for a special project)

46. Special Olympics

47. odd job service

48. check blood pressures at local mall

49. assist Red Cross

50. health related puppet show

51. sell candy, fruit, plants, calendars, Christmas cards, ornaments, etc.

52. assist United Way, March of Dimes, MD, etc.

BUDGETS AND FUND RAISING

HOSA

CHAPTER BUDGET

Everyone will agree that an active HOSA chapter needs money to carry out its program of activities. Without funds, a chapter will be limited in the activities it can do and the services it can provide to its members and the local community. Therefore the local HOSA chapter must plan to include "sales projects" that relate to its planned yearly program of activities.

The chapter members should understand that the program of activities should determine the amount of money needed; money should not determine the chapter's program of activities. A chapter may have a good program of activities and spend only a small amount of money, or it may require much money. The key to the amount of money needed is the local chapter's planned program of activities.

How much money is needed? Before we can answer the question, a sound educational-based program of activities must be developed. Then, our question is answered by developing a practical, adequate budget. A chapter budget should identify the amount of money needed by the various committees, what it is needed for, and when the funds for a specific activity will be needed. A local chapter's budget need not be a complicated or an extensive set of records. However, the budget should provide enough information so that each chapter member knows and understand how and for what purpose the chapter monies are to be used. A tentative chapter budget can be developed by the chapter committees and officers. The amount of money needed by each committee will determine, in the main, the chapter budget. Additional budget items may be added as they are needed. When the budget has been approved by the membership

the final budget should be prepared by the chapter treasurer and copies made available to the officers, committee chairpersons, school administrators, and a copy posted on the bulletin board for use by the members. It may be helpful, if this is your chapter's first budget, to distribute copies to all members.

There must be a close working relationship between the budget (finance) committee and the various committees delegated with the responsibility of developing the chapter's program of activities. This working relationship will assist the members in selecting realistic and obtainable projects. Also, each member will be on a committee for one or more activities and feel that they are really involved in the local program.

The amount of money needed to finance the various activities should be determined by the committees, and coordinated with the finance or budget committee to determine if the money needed for a project will be available or if a project is needed to raise the funds. This planning should be done by the various committees before the activity is proposed to the membership. However, the money needed to carry out the proposed activity does not have to already be in the treasury. The committee should have plans and suggestions for obtaining the funds needed prior to the date the funds will be needed, LOCAL HOSA CHAPTERS WOULD BE WISE TO DEVELOP A PAY-AS-YOU-GO PHILOSOPHY FOR MOST OF THEIR ACTIVITIES AND PROJECTS.

The Chapter's total budget should be prepared annually and presented, early in the school year, at a regular chapter meeting for the approval of the membership. Last year's budget will be helpful to the various committee chairpersons as a guide for determining and establishing the

budget for the school year. After the budget has been approved, each committee should proceed to developing ways and means (detailed plans) of raising the funds needed for carrying out their activities. The chapter advisor can assist committee chairpersons providing a current list of approved companies and projects.

A word of caution, raising money should not be the major objective of the local chapter. This should be made crystal clear to members, parents, and local administrators. However, if funds are required for the planned projects, and the projects related to the local course of study, raising the necessary funds through projects that are organized, supervised, and have educational value, as well as monetary value, will be more acceptable by the local administration.

Local chapters may find the following suggested steps helpful in developing their chapter budgets.

1--Each of the chapter's standing committees plan the activities they hope to carry out during the school year.

2--Each committee should estimate the cost of conducting the activity--awards, refreshments, gifts, etc.

3--The committee chairperson should meet with the chapter officers and discuss cost of proposed projects and seek suggestions and evaluation of cost.

4--The committee chairperson should then meet with budget or finance committee to determine if the funds needed will be available or if a sales project should be planned to cover cost.

5--The committee presents their activities and budget to the chapter members for approval.

6--After approval or modification by the membership, the committee's activities and estimated cost are recorded in chapter's budget and committee members assist finance or budget committee in securing the funds needed for total chapter budget. (See sample budget at the end of this section.)

Refer to Student Module, PROGRAM OF ACTIVITIES, for more information on budgets.

The preparation of a chapter budget should be a meaningful learning experience for all members. The mechanics and theory of budgeting relates to our education curriculum. The students learn skills in:

1. purchasing;
2. sales promotion;
3. budgeting and money management;
4. cost analysis;
5. management of resources;
6. public relations;
7. decision making;
8. carrying out long range activity;
9. working with others;
10. responsibility;
11. organizing skills.

Sample Budget

EXPENDITURES

I LEADERSHIP COMMITTEE

State Leadership Conference	$275.00
Field Trip	50.00
State Convention	350.00
TOTAL.	$675.00

II MEMBERSHIP COMMITTEE

Membership Drive	$ 12.50
TOTAL.	$ 12.50

III CIVIC AND PUBLIC RELATIONS COMMITTEE

Awards Presentation	$ 60.00
School Service Project	10.00
Christmas Party	75.00
Food Baskets	50.00
TOTAL.	$195.00

IV SOCIAL COMMITTEE

Valentine Party	$ 75.00
TOTAL.	$ 75.00

V FINANCE-PROJECTED RECEIPTS COMMITTEE

Membership Drive	$ 17.50
Candy Sales	450.00
Hot Dog Sale	50.00
Note Cards Sale	500.00
Bake Sale	50.00
TOTAL. . . .	$1,067.50

*Name activity and to the right indicate the amount of money needed to carry it out. If the activity is to be sponsored by a local firm, enter the name of the firm rather than amount of money required.

SUMMARY OF EXPENDITURES

1.	Leadership	$675.00
2.	Membership	12.50
3.	Civic and Public Relations	195.00
4.	Social	75.00
	TOTAL.	$957.00

TOTAL PROJECTED RECEIPTS.	$1,067.50
TOTAL PROJECTED EXPENDITURES. . .	957.50

Fund Raising

Before committing your chapter to a fund raising project, there are many questions which must be answered. A clear picture of everything involved will prevent heartaches later on and will help you raise the money expected rather than have some profits eaten up by hidden factors. Some questions to be asked or decisions to be made are:

1. Is the activity educational? Will career-oriented skills be developed? Will it provide self development?
2. Is the activity related to the type of chapter --health?
3. Is the activity one that will be approved by the school or community? Will it have positive PR value? Is the activity a service-oriented one and will some value be received? Has approval been obtained from the school administration?
4. Will the project be concise or will it drag out? Will the activity involve every member? Will students have the time to devote to a major fund raising project or would several small or short term projects be better?
5. Will the activity provide fair firancial return for the work involved? Does the activity conflict with any fund raising efforts of any other group at the school or in the community (time or same item)? Will you realize at least 40 percent profit?
6. What is the reputation of the company from whom you get your merchandise? Have you checked for hidden costs? (ex. promotion) Do you have clear, written information from the company involved concerning shipment, costs, time limitations, minum dates, etc. (check for hidden items)?

7. Will the project be one the public will enjoy -- does it suit community tastes? Is the cost to the public prohibitive (items too expensive)?

After you have determined the type of activity for fund raising, you need to consider factors that will help make the project successful. Some general hints for successful fund raising are listed for your review.

1. Lack of leadership and proper records cause fund raising projects to fail. Keep bookkeeping records accurate but simple and give receipts for all money accepted. No credit should be given on any purchases.
2. Delegate responsibilities to members of committees and officers. Sell the association (KY-HOSA), then the product. Send letter with student salespersons.
3. Try to find a company that pays the freight and will accept back unopened merchandise (above the minimum order). If an incentive program is included by the company check into it. What is furnished? When is it shipped? Are you able to call the company representative collect or by a toll free 800 number? This may be an important means of contact.
4. Packaging of the product is important. It should be attractive and protective. Taste any candy before ordering. Watch the parafin content. Look at products, see if they are worth the price. Merchandising kits must be handled with care. Fill your orders from the kits before ordering additional items.

Dues

Local dues can play an integral part in development of the budget. However, there may be some students who simply cannot afford to pay the dues. In order to prevent embarressment and allow these students to participate fully in HOSA activities, some alternative means of paying dues must be worked out. Some suggestions of alternatives are:

1. use an installment plan;
2. have a money making activity for raising dues for all those who participate;
3. discount the dues for all paying before a certain date.

These suggestions may also assist those who are unable to personally afford to attend the State Conference to raise the cost of the trip by working at the fund raising activities.

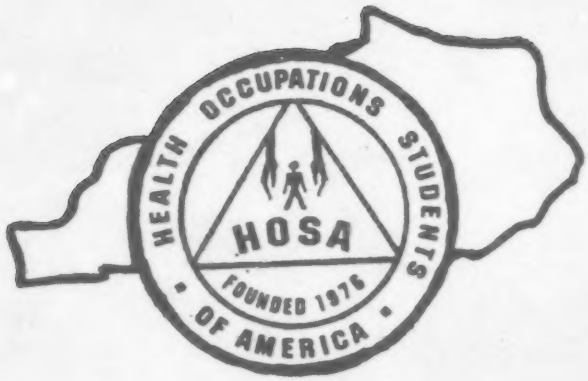
Occasionally you will have a student who fails or refuses to pay dues. Some suggestions to encourage dues paying are:

1. have a special occasion, such as a social event, for only paying members;
2. let the students establish the rules for collecting dues. Peer pressure works where money is involved.

Remember, in no case can a student be required to join a chapter and pay dues because this is an infringement on the rights of the student (Illinois Coordinating Counsel, 1979, pp. 51-57).

SUGGESTED FUND RAISING PROJECTS

1. Rummage Sale
2. Bake Sale
3. Operate Concession Stand
4. Baby Sitting Service so parents can attend school functions
5. Repair and Paint Community Homes for a fee
6. Raise money with a Mani-cur-a-thon
7. Sandlot Football
8. "Sacrifice Day" - use money saved from snacks, etc. for special project
9. Design and Distribute HOSA bumper stickers
10. Music Festival
11. "Rent-A-Kid" a days' worth of odd jobs -- money used for a special project.
12. Flea Market
13. Christmas Tree Sale
14. Donkey Basketball game
15. Sell candy fruit, plants, calendars, Christmas cards, ornaments, etc.



ADVISOR RESPONSIBILITIES

HOSA

ADVISOR RESPONSIBILITIES

For the vocational teacher, teaching is more than the act of instruction. According to Hamilton et al. (1977), it cannot be reduced to something you only do in the classroom or the laboratory - a technique or a procedure - because it involves your total influence on students' lives. Health occupations education has the responsibility to provide students with the kind of experiences they need to develop an identity - as a worker, an individual, a member of a family, a community, and a society. Therefore, teaching is a kind of example which you set - by your actions as well as by your words. Your interests, attitudes, appreciations, ideals, biases, habits, and life style have an important effect on the personal development of your students.

You need to have a firmly established personal commitment to HOSA before you begin your advisory role, because the success of many of your initial activities depends on your ability to communicate to others the importance of HOSA and what the organization is all about (Hamilton, et al., Mod. H-1, pp. 6 & 16).

The most important factor of a successful HOSA chapter is the advisor. Being the chapter advisor is not a responsibility to be taken lightly; on the other hand, it is not one to be feared and dreaded. It is to be understood, worked at, and enjoyed (AIASA, 1980, p. 42). In 1977, Betty King identified the following as the major roles of a chapter advisor:

1. assess student and group needs;
2. provide the appropriate resources;
3. develop the leadership potential of the members;
4. act as facilitator of shared leadership, provide direction without bossing;
5. help students accept responsibility along with freedom;
6. serve as mediator when communciation breaks down;
7. aid school personnel in changing their perception of helping from telling to more open dialogue (King, 1977, p. 11).

Advisor Responsibilities

The advisor's responsibilities to the local chapter include:

1. knowing about HOSA on both the state and national level including the history, purpose, constitution and bylaws, and how it is organized;
2. assimilating knowledge of HOSA to other faculty, parents and community leaders;
3. intergrating HOSA into the health occupations curriculum as well as planning meetings and activities as a functional part of the total program;
4. motivating the students' interest in a well organized program of work.
5. developing competencies in parliamentary procedures;
6. keeping abreast of community resources that may support the activities and new developments in the health field;
7. assisting the students in establishing and working toward realistic goals;

8. maintaining organizational procedures such as (a) training officers, (b) overseeing the budget, (c) preparing students for participation in contests, and (d) instructing voting delegates of their responsibilities;
9. working with the state advisors to improve the HOSA program;
10. assisting other advisors in organizing a new chapter by providing ideas and sharing both positive and negative learning experiences (FAHOSA, 1977, pp. 12-15).

An advisor's areas of responsibility include supervision, coordination, and personnel management. Advisors need to be knowledgable of each area of the HOSA organization as it relates to the local chapter. This is achieved by reading carefully and completely each memorandum, letter, newsletter and papers concerning HOSA that comes to the chapter and the advisor. Each letter from the national, state advisor and state officers must be read completely for a thorough understanding of the needed action. Don't forget the event guidelines because many members have suffered in competition when the advisor has failed to study carefully each section of an event guideline.

Supervision

An advisor must be aware of all local and administrative policies that will govern the chapter's activities; such as policies for field trips, conference attendance, social events, and teacher substitutes for the advisor while he/she is on a trip. Cooperating with the established policies does a great deal to gain the adminstrator's approval of chapter activities.

Supervision is being able to dispense advice and suggestions but not telling a member what to do; to ensure that things get done without doing

them yourself; and to see that things run smoothly. A good supervisor is diplomatic, inventive and can sometimes be in three places at once.

Coordination

Coordination of activities is usually the responsibilty of the president, but occasionally this task falls to the advisor. It is necessary to see that two members or groups are not trying to do the same activity. Coordination involves informing officers and members of the overall operation of the chapter so that activities run smoothly and efficiently.

Personnel Management

Sometimes a chapter will have a set of officers or committees who can work together very efficiently with only a few problems. Other times, there may be constant conflict because of personality differences or the inability of one person to work well with others. The advisor should employ personnel management and other techniques learned in the classroom to deal with students and to help relieve any problems that may be occurring between members and/or officers.

Selection of voting delegates

The local chapter determines the selection process for voting delegates to the state conference. Some chapters will send the current officers, others send deserving members, and still others will send underclasspersons so they can learn from the conference and return to share the knowledge with the chapter.

Preparing students for competition

It is important to review the contest activities of the state and national organization, because rules or contests may vary at the different levels of competition. Each advisor should be aware of these variations and advise the students accordingly. Also because emphasis on competitive events con-

tinues to increase, you need to check frequently both state and national communications to keep up-to-date on new and revised events and contests.

It is important that you are well informed about all the competitive events so you can assist the students in selecting activities appropriate to their interests and abilities. You should discuss at length the various events available to chapter members. Your enthusiasm for competitive events can generate similar enthusiasm in students who might otherwise never think of themselves as participants.

These experiences give members a concrete idea of what it means to participate in competitive events -- the hard work, the fun, and the rewards. Students should be counseled and adequately informed so that their selection of contests is based on a knowledge of what will be expected of them in terms of time and effort.

Quite often, this preparation can be accomplished through regular classroom instruction. Preparing a student for medical spelling, dental terminology or a job application event can correlate with related instruction in the curriculum. A simple adaption of the normal curriculum, highlighting certain areas would assist students in preparing for competition.

Some competitive events involve individual participation that goes beyond the regular classroom activities. In these cases, the contest activities provide valuable extension of the classroom program and expand student's knowledge of the occupational specialty.

Summary

Successful HOSA chapters do not result from hard work alone. Your attitude towards the activities will greatly influence the way your students participate and the lasting benefits they receive from it. Your interests, attitudes, appreciations, biases, habits, and life style have an important effect on the personal development of your students.

Good advisors aren't born; they're created, almost completely by their own effort. Being a good advisor is not a mystical concept. It is not set that one person can be a good advisor and another can't. These are learned behaviors that everyone can improve by study and application.

COMPETITIVE EVENTS

HOSA

COMPETITIVE EVENTS

The basic philosophy of HOSA is to provide activities, events, learning situations, and opportunities for growth for the student enrolled in the health field. Competitive events, contests, and recognition activities are examples of activities that stimulate and motivate student interest in vocational and occupational excellence. The unique feature of these competitive events is their relationship to the actual occupational endeavor. Some contest activities actually test the student's occupational skills. Leadership events test the student's readiness to work cooperatively and to function with other personalities in a work environment. Competitive experience in a controlled contest environment can assist the student to cope with the situations which they will face in the world of work.

The scope and variation in many activities of HOSA gives all a chance to participate and be recognized. Some activities involve the whole chapter, or a team of students; some recognize only the individual competitor. Most activities recognize all participants, not only the winners.

Local Events

One of the most overlooked aspects of contests is their value as opportunities for local participation. Usually it is emphasized that local contests are preparation for state and national events. However, many students may never have the opportunity to compete or be recognized beyond local chapter. In the interest of these students, your local situation may allow the development of a "local only" contest or recognition activity, designed specifically to serve the special local need. Historically, local contests have been the basis for the development of state and national contests. Strong local competition is vitally important.

As contests are planned, it is important to coordinate them with school officials. Some school policies have a direct influence on competitive activities, and early investigation of these policies may eliminate problems as the activities develop.

Involving school authorities in the activities (both local and state) can be beneficial to a good working relationship between your chapter and the school hierarchy. School officials are often very interested in the activities. The potential recognition value to the school often creates interest on the part of school authorities and the advisor should present this aspect.

State and National Events

Because local winners can participate in the state and eventually the national contests, the students should be aware of these opportunities early in the school year to allow time for adequate preparation.

Special emphasis should be given to the requirements for participation and the proficiencies needed for success in the contests. You should secure the proper forms and contest rules and materials. Be sure to check for up-dated or new rules. Each student should have access to the actual contest rules, time-tables, and due dates for participation so the student will know and understand what is expected. The advisor must be actively involved in this process and check to see that the various rules and regulations are being followed.

In the case of state and national events, school policies should be reviewed. Travel, housing, registration fees, financing, etc., must all be included in the planning.

HOSA Competitive Events

The guidelines provided by National HOSA will serve as the guide and reference for the HOSA Competitive Events program which is an integral compoent of the Health Occupations instructional program. The objectives of each of these events is to further the students' leadership and vocational skills development. It may be supplemented each year as new events are developed, piloted, and approved by the Board of Directs. Supplements, updates, and specific topics for events will be provided to the affiliated state associations on an annual basis.

These guidelines may be reproduced by affiliated state associations and local chapters, but not by other parties and not for profit.

Each state association may submit three (3) secondary and three (3) full-time entries in the competitive events. (For further information on the current rules and regulations of the national and state competitive events, see the HOSA Resource packet available from state).

Contact your National HOSA Office if you have any questions regarding the competitive events program or if you wish to submit a new event or change an existing one;

National HOSA
Suite 306
1750 Pennsylvania Ave., NW
Washington, D.C. 20006
(202) 393-6757

Preparing Students for Specific Contests

The following section may be helpful to you in preparing students for specific state and national competitive events. The competitive events that are national in scope are divided into three (3) categories; Leadership Development, Health Skills Development, and Health Occupations Skills. Many

of the events in these categories have been approved for inclusion in the competitive events program, but many are being piloted tested for approval. The Health Occupations Skills category is being tested at the National Conference in 1982, before inclusion in the program. Still other events may be for the indivdual state situation and will not be considered at national.

Leadership Development Competitive Events

1. JOB SEEKING SKILLS: Students entering this event shall select from among six (6) job opening specifications that career position most similar to their skill training area. The competitor shall then develop a resume and research background on the job for which he/she is applying. During the event, the applicant will be screened and interviewed for possible employment.

2. EXTEMPORANEOUS SPEECH: Students entering this event will be given a theme or topic and will have five (5) minutes to organize and prepare a speech. The competitor will make an extemporaneous speech with no references other than the 3" by 5" index cards filled in during preparation.

3. INFORMATIVE SPEAKING: Students entering this event will present a prepared topic of no less than three (3) nor more than five (5) minutes. The competitors may have no written matter in the room other than the index cards which they may use while speaking.

4. COMMUNITY AWARENESS PROJECT: Chapters entering this event will organize an advisory council and survey the community for a pressing health need. Activities should then be planned to make the community aware of the health problem.

5. PARLIAMENTARY PROCEDURE: Chapter teams entering this event will be given a meeting agenda which will include such items as opening ceremony, reading the minutes, business session to include at least six (6) parliamentary skills and a closing ceremony. A question period will follow the demonstration.

Health Skills Development Competitive Events

1. MEDICAL SPELLING: Students entering this event will go through a series of eliminations to spell words related to their occupational field until a winner is determined.

2. DENTAL SPELLING: Students entering this event will go through a series of eliminations to spell words related to their occupational field until a winner is determine.

3. MEDICAL TERMINOLOGY: Students entering this event will be given a written test requiring them to either identify words related to definitions or to write definitions related to a given word.

4. DENTAL TERMINOLOGY: Students entering this event will be given a written test requiring them to either identify words related to definitions or to write definitions related to a given word.

5. EXTEMPORANEOUS HEALTH DISPLAY --- This is a new pilot event for 1982.

Health Occupations Skills Competitive Events

This category is a new category and all the events listed will be piloted tested at the National HOSA Conference in 1982 before inclusion in the competitive events program.

1. HEALTH OCCUPATIONS RECEPTIONIST
2. NURSING ASSISTANT
3. PRACTICAL NURSING
4. MEDICAL LAB ASSISTANT
5. MEDICAL CLINICAL LAB.
6. MEDICAL ASSISTING CLERICAL
7. DENTAL ASSISTING

State Competitive Events

The following competitive events are for KY-HOSA chapters only. They do not carry over to the national events.

1. THEME COMPETITION: Students entering this event will develop an appropriate theme for the Annual KY-HOSA State Conference.
2. CHAPTER SCRAPBOOK: Chapters entering this event keep a record of the history of the chapter beginning with the present school year to the end of February. The chapter activities are kept as a permanent record of the chapter.
3. STATE HEALTH PROJECT: Each chapter may collect eyeglasses for use by VOLUNTEER OPTOMETRIC SERVICES TO HUMANITY (VOSH). Awards are given to the chapters submitting the largest number of usable eyeglasses.

Regardless of how adequate the rules and regulations appear, there is usually room for improvement. As an advisor, it is your professional responsibility to critique these events and make suggestions for improvement. A further responsibility of the local advisor is to suggest activities and competitions events that will enhance and expand the opportunities offered by HOSA (Hamilton, et al., 1977, p. 11).

ESSENTIAL RELATIONSHIPS

HOSA

ESSENTIAL RELATIONSHIPS

Perhaps the most critical step in the establishment of a student vocational organization is gaining the enthusiastic and sympathetic support of the school administration. Many valiant efforts by well-meaning youth advisors have failed simply because there was little or no effort made to work with the school administration. The belief of the advisor in the benefits of the organization is critical. However, an advisor who fails to generate this same enthusiasm in the school administration may very well falter in an effort to create a successful youth program.

A meeting with the administration in which you discuss the purposes, philosophy, and positive benefits that the vocational student organization will provide to both students and school is a wise approach. Highlighting the major activities of a successful student program with examples of activities undertaken in other school systems should be effective. Be emphatic about the fact that student organization activities are designed to be a part of the total vocational curriculum and will assist with the personal growth of the student. Few administrators will be opposed to an effort that is specifically designed to develop positive student attitudes and reinforce essential learning.

The administrators will want to know the following things:

1. What steps are to be taken to establish the organization?
2. What facilities will be used, and how?
3. What time will be required of the teacher?
4. What will be the extent of the activities?
5. What will be the involvement of people outside the school?

You must know your administrator and be prepared to present your proposal in an effective and tactful manner. In some situations, you may find it wise to take them with you to visit a chapter with a good program or to a regional or state student conference to view student activities at those levels. You may wish to include in your presentation some audiovisuals and/or literature, or involve interested students and other faculty in your meeting to give support to the cause.

Probably the most beneficial approach in dealing with the administration in obtaining continuing support for your vocational student organization is to involve key administrators as adult or associate members of the organization. The installation event should be handled in a dignified manner to insure that the individuals feel they are part of something worthwhile. Once the administrator has idenified with the organization, keep them involved, and you will find a supporter who will give added zest and spark to your program. Do not dismiss this activity as something that might be nice to do if you have time. Plan immediately to involve members of the administration as active participants in the vocational student organization (Hamilton, et al., Mod H-2, p. 7).

Other HOSA Chapters

As a new advisor of a HOSA chapter, there will be numerous questions that will arise. Many times you will feel that you are floundering and have no idea of where to go for information.

One solution for this problem is to develop a relationship with a well established HOSA chapter in your region. Through years of trial and error, these advisors have developed an "idea bank" of what works and what doesn't. Most of these advisors will be delighted to share their expertise with you.

As an advisor of a well established HOSA chapter, you have a wealth of knowledge you have accumulated over the years. This expertise could be of great importance to an advisor of a new HOSA chapter.

The annual Fall Leadership Conference held in Louisville is an excellent opportunity for you to establish rapport with the new chapter advisors. Introduce yourself and offer your assistance if they have a problem or if one arises in the future.

Other Student Organizations

If there is not established HOSA chapter in your region or if the time or cost in making contacts is prohibitive, there are probably other advisors in your school or town who could assist you in finding solutions for problem areas. These advisors will usually work with you by offering their assistance in solving the difficulty in any organizational or maintenance problem in your school might include:

Student organizations available in your school might include:

1. American Industrial Arts Student Association (AIASA);
2. Distributive Education Clubs of America (DECA);
3. Future Business Leaders of America (FBLA);
4. Future Farmers of America (FFA);
5. Future Homemakers of America (FHA);
6. Vocational-Industrial Clubs of America (VICA);
7. other student organizations available (civic and/or social).

Students

A successful chapter requires capable officers, a challenging program, adequate financing, shared responsibilities, and proper equipment and records. Most importantly, however, it requires knowledgeable and motivated members.

The task of securing student and parent approval and support is not a one-time affair, but is continuous. Because you encounter a new group of incoming students each year and frequently some new students during the year, the task of selling the opportunities available through HOSA is always present. In fact, the advisor who performs this task well is most likely to have a chapter growing in effectiveness and in popularity.

Your students must be aware that the organization is an important segment of the health program. Your positive attitude towards HOSA will convey itself to students. You must use adequate time during regular classes to discuss HOSA with the students and examine the manuals and handbooks. Every aspect of the HOSA, with emphasis on individual benefits, should be discussed. Slides, films, and student groups from adjoining schools, or members of other successful student organizations in your school can help motivate students to join and participate. The state association may have lists of such resources for you to use in your initial efforts to organize a chapter and/or motivate students to become involved.

While such careful introduction of students to HOSA may seem time-consuming, students' attitudes towards the activity will be shaped by these initial activities. However, some instructors take weeks trying to convince students about the worth of this effort, instead of actually getting the activity off the ground and engaging in the activities of the organization. In the final analysis, there is no better motivational device than actual participation in HOSA.

Ideally, as students are acquiring knowledge of the purpose, activities, and values of other student organizations, they will want to start doing something to get their own chapter going. You will notice some

students taking the lead in promoting a chapter. Ask these students to meet with you to discuss the concerns of their fellow students and the steps to be taken to establish a chapter. It is likely that they can assess student interest better than you can, in that students are often hesitant to express their feelings to a teacher.

Establish a committee of these interested students to report to you the candid responses of their classmates. You can accomplish this by having the committee divide the class membership so that each student is interviewed by a committee member whose relationship with the classmate will promote free and honest discussion. The reports from this committee shoul make clear the next steps to take to get student cooperation.

Whatever the effort or method, your students should understand that the activity is very important to the total health occupations program. There should be no misunderstanding of expectations and responsibilities in HOSA (Hamilton, Et al., Mod. H-2, p. 8).

Communicating With Parents

Hamilton, et al. (1977) states that parents want the school to provide the best education possible for their children. An active student organization will help give your students the best opportunity for developing their potential. Therefore, it is important that parents are fully aware of the efforts of the student organization and your program to enhance their children's development.

Even though some communication exists between home and school, parents sometimes are not knowledgeable about student organizations and how they might affect their son or daughter. Therefore, activities and communication must be developed to inform the parents of the value of HOSA. When parents become familiar with the program, their approval is almost guaranteed.

Keeping parents up-to-date can be accomplished through various promotional activities - letters, flyers, personal visits - but the opportunity for parents to observe some activity of your chapter is probably the most meaningful. A letter sent with appropriate handouts or brochures to parents of prospective members brings the parents closer to the organization (See sample letter in the appendix).

A "Parents' Night" can provide the advisor with the opportunity to communicate the purposes and value of the organization. This one activity can mean the beginning of not only good parent relationships but also community relations as the parents discuss this experience with their friends, acquaintances, and co-workers. A Parents' Night often brings favorable comments from the community to the school administration, further reinforcing the value of HOSA.

Your approach to parents should be centered on doing what is best for their daughters or sons. Your mutual concern encompasses occupational experience, class performance, conduct, use of time, use of scholarship, citizenship, chapter participation, overall vocational progress, and personal improvement. Your task is to show parents how they can cooperate with the school in doing what is best for their children enrolled in health careers (Hamilton, et al., Mod-2, pp. 9 & 10).

Community and Health Professionals

Each community is made up of many professional people who can be involved in your student organization. This can be an invaluable resource to be utilized in providing the students with a realistic view of the world of work.

By joining and getting involved in community activities and professional associations, you learn what opportunities are available in your area and you will meet the people who can be integrated into your program. These professionals can (a) help provide service activities to be utilized in your program of work; (b) act as speakers to help inform the students of opportunities available in their field and in their community; and (c) serve on advisory boards. (Refer to Student Module, MAKING HOSA VISIBLE for more information on relationships.

PUBLIC RELATIONS AND RESOURCES

HOSA

PUBLIC RELATIONS AND RESOURCES

A strong chapter depends on everyone in the school being aware of its values and understanding how it is an integral part of the instructional program. This is why it is necessary to be constantly publicizing activities and relating them to the betterment of the school and community. Student organizations can have a positive impact on the entire school.

Publicity can also build enthusiasm among chapter members. Everyone likes to read their name in print, to hear their name over the radio, or to be seen on television. Publicity for chapter activities can create more interest and hard work on the part of members. Students soon know that poeple are "watching" and will want to do their best. Also, public relations activities are an excellent leadership development experience that requires members to develop both initiative and social poise.

By combining an active, worthwhile program of activities with a planned program of public relations, the image and status of the chapter will be enhances. The public needs to be informed that students through chapter activities are preparing for careers, are in training programs that are important and realistic, and are motivated and anxious to make a contribution to the school and community (Refer to Student Modules, USING PUBLIC RELATIONS STRATEGIES and MAKING HOSA VISIBLE, for further information).

Getting the most from time spent is of concern to all teachers. The teacher/coordinator/advisor should be concerned about professionally promoting and maintaining an on-going program while providing students with learning experiences that will develop skills knowledge, and attitudes that will make the student a better person, employee, student, and

so forth. Yet, public relations could become an all consuming effort resulting in little actention being given to program development. Therefore, finding the common balance for the use of time can be a problem.

Transfer Responsibility to Students

The student growth benefits from public relations experiences would be to gain skills in:

1. writing;
2. communicating;
3. meeting deadlines;
4. organizing;
5. initiating contacts;
6. being responsible;
7. being creative.

The more students do, the stronger the chapter. Also, in working with PR, individuals in the community often find it difficult to turn students down when students make requests.

Planning a Program

Use a student guidesheet and develop a PR directory in planning public relations for the year. People to be reached represent different audiences and these audiences have to be approached in different ways. For example, members' parents have different interests and knowledge about chapterwork than do employees in the community. Keep in mind that jobs and the program depend on community support.

A Sample Plan Sheet for a Yearly Public Relations Program

Audience	What We Want to Tell This Audience	Means of Informing This Audience
chapter members		
teachers in each dept.		
teachers in other dept's.		
counselors		
administrators		
school board		
employers		
parents		
mayor		
business persons		
legislators		
civic organizations		
news people		
prospecitive members		
community resources		
other student organizations		

I Don't Know Where to Start: A Formula for a Beginning

1. Set a personal goal that is realistic..."I will give attention to one specific public relations activity per month."
2. Set a program goal..."This year the public (school and community will know that this program and chapter exists."

A Sample Yearly Public Relations Plan

Month	Possible PR	Contact Tool	Probable Time	Costs	Student Involvement
September	officer election organizations meeting	photograph newspaper			
October	section or area meeting	radio announcement			
November	Open House	display			
December	Christmas Service project	newspaper feature			
January	Employer/ supporter contact Job interview contest	decal newspaper feature			
February	Vocational Ed. Week	displays with slide/tape for school & bus.			
March	Promotion speeches high school junior	student speeches classes classes			
April	State Conference	newspaper, telephone			
May	Employer Appreciation Banquet	slide/tape presenation plaques			
June	Scholarship Winner	newspaper news release			

RESOURCES

Every teacher should be part of the community by joining and getting involved in community activities. An active, outstanding chapter effectively uses community resources in all phases of its work. A teacher/coordinator/advisor must believe the community wants to be involved and then must actively promote student use of the community resources. In doing this, students have greater exposure to realistic experiences, and chapter activities are promoted more widely. Awareness of a strong chapter's program through use of community resources can promote greater understanding of how chapter activities are an integral part of the instructional program.

When planning chapter/class activities, consider areas when the use of community resources would provide for educational experiences that would be effective, efficient, informational, and recognized.

What Resources Do I Consider?

Three concrete ways to mobilize community resources and to get support would be through organizing an alumni group, advisory committee, and a parent booster organization. Keep in mind that one resource person may wear many resource hats; for example they may be a parent, be an organization member, and be associated with a career area important to the chapter. When contacting organizations, ask if they have an educational committee. If so, find out who the chairperson is.

Suggestions for Resource People:

1. former students and members;
2. school personnel;
3. parents;

4. advisory committee members;
5. local businesspersons and organizations;
6. state and federal gov't agencies;
7. community resources and services;
8. professional organizations;
9. vocational advisors from other schools.

Sample Card For Filing Resource Data

USE: Data from the community resource questionnaires can be recorded on cards for quick retrieval

(front)

Resource Persons

Subject_____ Age/Grade Level_____

Name and title of person to contact_____

_____

Address (home)_____ Phone_____

Address (business)_____ Phone_____

Best time to contact_____

How far ahead_____

Days Available_____ Hrs. available_____

Occupation_____

Educational background_____

(back)

Previous experience presenting subject to:

Children Youth Adults

Evaluation by other teachers:

	School	Grade	Date	Comments
1.				
2.				
3.				
4.				

Sample Card For Recording Field Trip Data

USE: Data from the community resource questionnaires can be recorded on cards for quick retrieval.

file heading

Industry (front)

Name of agency_____ Date of contact_____

Address_____

Telephone_____

Name of contact person_____

Trip suitable for age group_____

Number of persons_____

Instructional materials available_____

_____

Time--day/year_____

Time required for tour_____

Special instructions_____

Is first-aid service available_____

(back)

Evaluation by Other Teachers

Name of Teacher | School | Date | Age | Unit | Guide Service Satisfactory Yes No

_____

_____

Remarks_____

Sample Field Trip Information Survey Form

USE: To collect necessary information for planning a field trip.

1. Name of institution _____ Address _____

2. Person to contact _____ Position _____

3. Maximum number of students allowed _____

4. Best time to come _____ Time needed for tour _____

5. Cost of tour (if any) _____ Meal facilities _____

6. Best route to travel of institution _____

_____

7. Guide service available _____

8. List of facilities, equipment, production processes, finished products, services to observe: _____

_____

10. List of people (salespersons, tradespersons, managers, workers) in the business who may aid in demonstrating or instructing: _____

_____

_____

_____

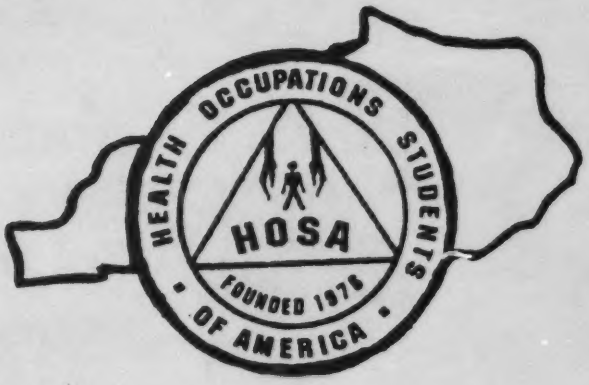
11. Objectives of the trip _____

_____

_____

12. Safety precautions _____

13. Detailed plan of trip _____



CHAPTER EVALUATION

HOSA

CHAPTER EVALUATION

Many of the reporting systems used by the local chapters for responding to state and national requests for information could also be an excellent basis for local evaluation. This evaluation information can be of great value in planning activities and programs for the local chapter. Evaluation is the key to improvement in any program or activity. It should be continuous, and should focus on both procedures and outcomes.

As an advisor, you need to be a competent evaluator as you supervise the total chapter program. You also need to help students learn how to evaluate their progress and that of the chapter in terms of their own personal goals and of the objectives of the chapter.

One of the strenghts of HOSA is that it provides a program planned and implemented by students. Thus, they have a real stake in their evaluation of themselves and the program. As students learn firsthand the process and the results of careful evaluation, which forms the basis for good judgment and intelligent action, they also gain experience in data-based decision-making and problem-solving.

You should recognize the importance of evaluation in teaching . Encourage student self-evaluation and the continuous evaluation of the activities in the program of their chapter. The evaluation process should begin at the start of the school year when the program is set up. For example, the program committee will need to evaluate last year's program of activities, and make decisions about activities which should be retained, modified, or eliminated.

If, during the year, the purposes of the program have not been met, the program should be modified by eliminating some activities and/or adding

others. This information should be obtained, filed and used in planning new programs. Develop a bank of information so committee members can perform their tasks successfully. Probably the best measure of program effectiveness is a review of the evaluation of activities by separate areas.

The following forms should be helpful in assisting you and your students in evaluating the success of any project or program and the difficulties or problems that may have arisen. By modifying the activities or adding new activities, you can increase your chapters success and effectiveness (Refer to Student Module, EVALUATING ACTIVITIES, for further information).

Evaluating Your Effectiveness

In the final analysis, the HOSA activities will only be successful to the extent that you become personally involved in them, and support the organization through deed as well as word. The way you carry out your responsibilities in the organization orienting students to the purposes and activities of the chapter, preparing them for leadership roles, assisting them in planning and carrying out a worthwhile program of activities, ect. - will demonstrate your success as an advisor.

Review the Teaching Objectives

The first step is to review the objectives of the program and HOSA. Evaluate your success as a teacher/advisor by asking the following questions:

1. Of the teaching objectives, how many was I able to meet successfully? Which ones?
2. On which objective did I fail to reach full criteria?
3. How might I improve the curriculum or my techniques to increase my performance on these objectives?
4. What goals can I set for the next school year that will help me obtain success in all the teaching objectives?

In addition to evaluating your teaching ability on meeting the teaching objectives, it is important that you evaluate your personal accomplishments in the areas of attitude, interpersonal relationships, communication, etc. An advisor's evaluation will help you determine your personal success in the past year and help you to identify areas needing improvement. By utilizing the results, you can set up personal goals for the next school year (Hamilton, et al., 1977, Mod. H-1). See the appendix for sample evaluation forms.

Sample Project Evaluation

Project _____ Club _____

Committee _____ School _____

Chairperson _____ City _____

Number on Committee _____ Advisor _____

Date Project Initiated? _____

Scheduled Completion Date? _____

Goal? _____

How many meetings held? _____

How many subcommittees formed? _____

Committee names _____

_____

_____

Members on _____ committee

_____ _____

_____ _____

Members on _____committee

_____ _____

_____ _____

Current status of project?_____

_____

_____

What has helped the project?_____

_____

_____

What (if anything) is impeding project?_____

_____

_____

Recommendations_____

_____

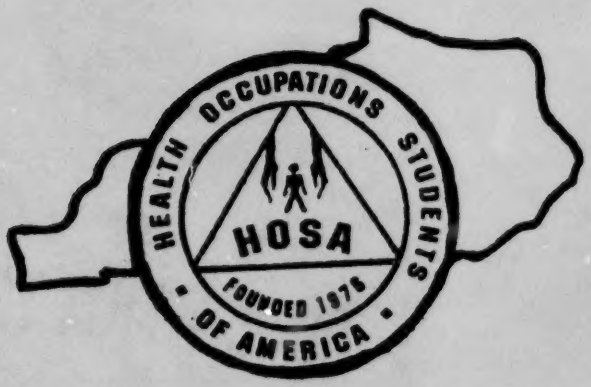
_____

Copies to: Chairperson
Executive Committee
Advisor

(Hamilton, et al., 1977, Mod. H-5, p. 14).

Sample Program of Activities Review

Activity	Goal	Accomplishments	Actual Expenses	Actual Income	Recommendations



HOSA IN THE CLASSROOM

HOSA

HOSA IN THE CLASSROOM

The teacher/advisor who feels competent in working with HOSA can find a further challenge for professional development by making the student organization a demonstration of competency-based instruction. The local chapter is an ideal structure for practicing the skills of competency-based instruction and facilitating professional growth.

There are many commonalities between competency-based curriculum and student organization. Such skills as goal setting, planning for activities, and execution of an evaluation are emphasized in both. In addition the aims and purposes of Vocational Student Organizations are similar to those of many educational programs. These common aims and goals are to:

1. develop competent, aggresive leaders;
2. strengthen the confidence of young people in themselves and their work.
3. create more interest and understnding in the intelligent selection of occupational choices;
4. encourage members to improve their home, school and community;
5. encourage members in the development of individual projects and in establishing themselves in a business/occupation of their own;
6. develop character, train for useful citizenship, and foster patriotism;
7. participate in cooperative effort;
8. encourage and practice thrift;
9. encourage improvement in scholarship.

Job skills and procedures are often well defined and structured in the classroom. Even though these skills are taught at all levels in the educational process, those attitudes and values that promote being employable

and staying employed are often a neglected part of structured, skill-oriented courses. For example, learning experiences dealing with such activities as getting along with co-workers, accepting constructive criticism, taking orders, and bed side manner might not be as easily dealt with or integrated into your course material.

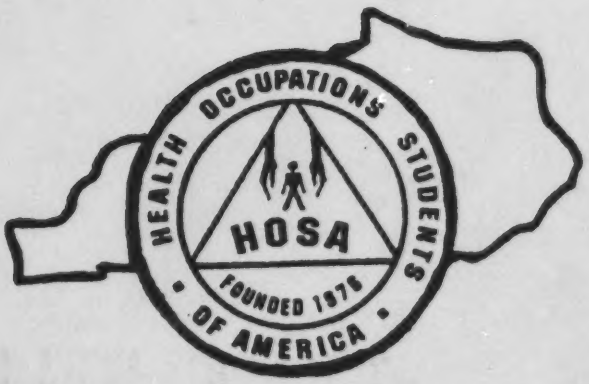
The local program of activities should make a significant contribution to teaching the content in the course of study. It is the teacher/advisor's responsibility to make HOSA contribute to the teaching process. Objectives for the course of study must clearly be defined before the students can be guided in planning and selecting activities that enrich the curriculum. To integrate activities of HOSA with the objectives of the program, the teacher/advisor needs to;

1. examine the objectives of the course or program;
2. identify those objectives that HOSA might help accomplish;
3. communicate those objectives to leaders;
4. involve students in determining how the objectives might be met;
5. set up a program of work/activities that fits in with dates for course materials.

Student organizations as an integral part of the total education program are supported and encouraged by federal legislation and are recognized by the medical and health professions.

HOSA is a great key for the teacher in motivating the students. As individual students receive rewards for accomplishing short term goals, the student is more likely to enjoy the learning process, be more willing to participate, and develop more self confidence. The advisor benefits because

the motivated student is likely to be more cooperative and willing to accept responsibility for oneself and the group.



APPENDIX

HOSA

LETTER TO PARENTS OF PROSPECTIVE MEMBERS

Dear (Parents Name),

By enrolling in a health occupations program at _____ school, your (son, daughter) has done more than just enroll in another class. (She, He) has actually embarked on a new way of life because of the many extraordinary advantages available through this experience.

In connection with the health program, your (daughter, son) will be invited to join the student organization associated with this area--Health Occupations Students of America (HOSA).

This is an organization available to students enrolled in the health occupations area chosen by your (son, daughter), and is designed to give the student that something "extra" which will help (her, him) to take (his, her) place more effectively in society.

In our HOSA chapter we stress leadership through the election of student officers. We stress participation through social activities, leadership development sessions, business meetings utilizing parliamentary procedures, and friendly competition by means of skill and academic contests on the local, state, and national levels.

The cost to the student for participating is being kept at a minimum. The dues are $_____ for state and national membership plus whatever local dues are required. Through these dues your (daughter, son) may take advantage of the chapter, and reap many benefits through active participation.

Sincerely,

HOSA Advisor

SAMPLE LETTER OF INTENT

October 1, 1979
Kentucky County Area Vocational Education Center
600 Bluegrass Drive
Cardinal, Kentucky 40000
Phone: (606) 400-4000

Mrs. Jane Kelly
HOSA State Advisor
2122 Capital Plaza Tower
Frankfort, Kentucky 40601

Dear Mrs. Kelly:

The Kentucky County Area Vocational Education Center HOSA Chapter was organized on September 30, 1979, with a total of 37 members. The Chapter consists of an AM and a PM club.

We request official mmembership as a chapter of the Kentucky Health Occupations Students of America (KY-HOSA).

Signed,

_____
CHAPTER ADVISOR

_____
AM PRESIDENT

_____
PM PRESIDENT

Attachments: Program of Work
Bylaws
List of names and addresses
of Chapter Officers and Advisors
List of members
Check for $20.00 Charter Fee
Check for $129.50 Membership Fee

A MEMBERSHIP DUES COLLECTION FORM

State Advisor_____

Address_____

_____

Phone_____

Local Advisor_____

Address_____

_____

Date_____

INSTRUCTIONS

Local chapter complete this form and send it along with all dues to your state association. The state association will then send one master list and one check for national dues to:
National HOSA
Please only use this system.

Deadline - December 1st for everyone with the exception of states with programs beginning after September 1st. This deadline is February 1st.

Note: On receipt of above, membership Cards will be sent to state association.

Names for membership in HOSA (please type or print). Enclose $5.00 per member request. ($3.00 for National Dues and $2.00 for State Dues) Make check payable to KY-HOSA. Use black ink on this form.

Name

1._____ 10._____

2._____ 11._____

3._____ 12._____

4._____ 13._____

5._____ 14._____

6._____ 15._____

7._____ 16._____

8._____ 17._____

9._____ 18._____

Total Members_____ Total Dues Submitted_____

CHAPTER _____

CLUB _____

HOSA STATUS SUMMARY*

Completed	Date		
_____	_____	1.	Write a letter of intent. (State the chapter's desire to become an affiliate of KY-HOSA.)
_____	_____	2.	Have the chapter president and the chapter advisor sign the letter of intent.
_____	_____	3.	Make certain the letter includes name and address of affiliating chapter.
_____	_____	4.	Send letter of intent to HOSA Co-Advisor, Julie Cave, Health and Personal Services Occupations Unit, 2121 Capital Plaza Tower, Frankfort, Kentucky 40601
_____	_____	5.	Send copy of chapter bylaws.
_____	_____	6.	Send list of chapter officers, with names, home addresses, and home phone numbers.
_____	_____	7.	Send complete list of members on the official membership roster with remittance to cover state ($2.00) and national ($3.00) membership dues and the charter fee of $20.00.
_____	_____	8.	Send a copy of the current program of work.

*New Chapters Only

CHAPTER_____

CLUB_____

CHARTERED HOSA CHAPTER STATUS SUMMARY

Completed	Date		
_____	_____	1.	Review chapter bylaws for conflicts with new National Bylaws.
_____	_____	2.	Revise chapter bylaws, if needed.
_____	_____	3.	Send copy of Revised Chapter Bylaws to State Advisor or Co-Advisor.
_____	_____	4.	Send list of chapter officers and advisors with names, home addresses, and home phone numbers.
_____	_____	5.	Send complete list of members with remittance to cover state ($2.00) and national ($3.00) membership dues on official membership roster.

GUIDE FOR CLUB CONSTITUTION

Constitution of
The (School) (Club Name)
(City), Kentucky
Kentucky (club name) Association

ARTICLE I - NAME

Section. The official name of this organization shall be _____ (School and specific organization name), and may be referred to as _____ (School) (Club initials) Club.

ARTICLE II - PURPOSES*

The purposes of this organization are:

- To assist local club members in their growth and development.
- To unite in a common bond without regard to race, creed or national origin students enrolled in classes with vocational health occupation education objectives.
- To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities.
- To foster a deep respect for the DIGNITY OF WORK.
- To assist students in establishing realistic vocational goals.
- To help students attain a purposeful life.
- To create enthusiasm for learning.
- To promote high standards in all phases of occupational endeavor including: ethics, workmanship, scholarship, and safety.
- To develop the ability of students to plan together, organize and carry out worthy activities and projects through the use of democratic process.
- To create among student, faculty member, patrons of the school and persons in industry, a sincere interest in and esteem for health occupations education.

* Specific purposes are obtained from national or are developed for non-affiliated clubs.

- To develop patriotism through a knowledge of out Nation's heritage and the practice of DEMOCRACY.

- To develop patriotism through a knowledge of our Nation's heritage and the practice of DEMOCRACY.

- To emphasize the importance of continuous education consistent to the needs of the individual and the requirements of his chosen occupation. (Post Secondary purpose only)

ARTICLE III - ORGANIZATION

Section 1. The (School and club name) Club shall be affiliated with the Kentucky Association of _____. The club shall operate in accordance with its charter granted by the Kentucky association.

CLUB CHAPTERS

Section 2. The club shall be organized into two chapters, one for morning students and one for afternoon students. Each chapter shall have an executive council and a calendar of activities.

CLUBS ORGANIZED INTO SECTIONS

Section 3. Any occupational area may organize a club section. The club section is defines as:

a. Ten or more members in a single occupational class or cooperative education class,

b. their teacher serving as the section advisor,

c. having an elected set of section officers, and

d. having a planned section calendar of activities.

Section 4. Section and chapter activities shall be coordinated by appropriate executive councils.

Section 5. A section advisory council composed of community leaders from education management and labor shall be appointed by the appropriate school administrator upon recommendation of the section executive council to provide counsel, advice, and assistance to the section in carrying out its function. Equal representation shall be given management and labor. They shall administer the Initiative and Achievement Program.

Section 6. All section advisors are members of a Section Advisors Committee. They shall meet periodically to discuss _____ as it releases to the instructional program. Their advice and counsel shall be transmitted to chapter club advisor.

ARTICLE IV - MEMBERSHIP

Section 1. Membership in the club shall be open to students enrolled in (post secondary or secondary) preparatory courses in health occupations education in _____.
(Name of School)

Section 2. Club membership shall be open to all students regardless of race, creed or national origin.

Section 3. State and national membership shall only be permitted through the club, and all members of the local club must be members of the state and national organizations.

Section 4. Classes of membership which will be recognized are:

Active Membership--Students enrolled in (post-secondary or secondary) vocational courses offered in health occupations education meeting the requirements of the State Plan for Vocational Education.

Associate Membership--Cooperative employers and/or training station sponsors, advisory council members and lay persons associated with and contributing to the improvement and development of the organization and vocational trade, industrial, technical, and health occupations education. They are not eligible to hold office or vote.

Professional Membership--Persons associated with or participating in professional development of _____ as approved by club. Such members shall include club teachers, teacher educators, school administrators and supervisors. Professional members will pay dues as established by _____, but members will not be eligible to serve as voting delegate, hold office or otherwise represent the club.

Honorary Life Membership--Individuals who have made significant contributions to the development of _____ and vocational health occupations education whose membership has been approved by the club executive council upon the recommendations of the club. Such membership shall not require payment of dues. The club shall provide membership services.

Section 5. A membership year shall be from September 1 through August 31, inclusively.

ARTICLE V - EXECUTIVE COUNCILS

Section 1. There shall be an executive council for each chapter consisting of President, Vice President, Secretary, Treasurer, Parliamentarian and the President of each organized section.

Section 2. There shall be an executive council for each organized section with no less than three officers as deemed appropriate by section members.

Section 3. The chapter and section officers of the (School Club) shall be nominated and elected by ballot at the first regular business section or chapter meeting of each year. A majority vote of the active members shall be necessary to elect.

Section 4. The presidents and vice presidents of the chapters and the club advisors shall be the club executive council and shall coordinate overall club activities. They shall elect their own officers.

ARTICLE VI - MEETINGS

Section 1. Regular section meetings shall be held during the school year.

Section 2. Several club and chapter meetings shall be held during the school year.

Section 3. The appropriate executive council shall meet in advance of every section or chapter meeting.

Section 4. Parliamentary procedure of all meetings will be governed by Robert's Rules of Order, Revised.

ARTICLE VII - FINANCES

Section 1. The club will be responsible for state and nation (club) dues, according to the number of individual members claimed in each membership classification, times the amount established for that classification.

Section 2. The club advisor and the section advisor shall be responsbile for the finances and will furnish an annual audit to the State (club) Director and the membership.

ARTICLE VIII - VOTING

Section 1. (School and club) members shall exercise their franchise through voting delegates at state conferences. Each organized section shall elect one delegate and one alternate to the State House of Delegates. The total number of delegates for the club is dependent on state association directives

Section 2. Each active member in good standing shall have the right to cast his vote concerning all club, chapter, and section business and election of officers.

ARTICLE IX - EMBLEM AND COLORS

The emblem of (School and Club) shall be that of the National Organization. The wearing and use of this emblem will be governorned by the National Organization.

ARTICLE X - AMENDMENTS

The constitution may be may amended as follows:

a. All proposed amendments to the Constitution shall be submitted in writing to the club executive council.

b. If the executive council passes the proposed amendment or an amended form of the proposed amendment by a majority vote and the membership votes by 2/3 majority for the amendment, it shall be effective.

ARTICLE XI - RULES, REGULATIONS AND BYLAWS

Section 1. Such rules, regulation and bylaws as deemed necessary for the proper conduct of this organization shall be adopted.

Section 2. No rules, regulations or bylaws shall be adopted which are contrary to this constitution.

* * * * * * * * * * * * *

APPLICATION FOR OFFICER CANDIDACY
LOCAL CHAPTER

Directions: Fill out this form completely and give to the advisor or the nominating committee for your chapter.

_____(Chapter Name)

Student's Name _____

Office Seeking _____

List the qualifications which you feel you now process for this office.

If it is recommended by the Nominating Committee that you be a candidate for an office other than the one you listed, would you be willing to abide by this decision? _____

What would be your second choice of office for which you would be a candidate? _____

If nominated and elected to an office, would you be willing and able to occasionally stay after school to work on HOSA projects and fulfill the duties of the office? _____

Are your grades sufficiently satisfactory to enable you to fulfill an office and devote time to HOSA? _____

I hereby agree to be familiar with the duties of the office for which I am offering myself as a HOSA officer candidate, and further agree to fully abide by the decision of the Nominating Committee. If elected to an office in the _____ chapter of HOSA, I agree not to make myself a candidate for an office in any other school organization whose duties would conflict with those of HOSA.

_____ _____
Signature of Applicant Date

KY-HOSA

Nomination Form for State Officers*

HOSA officers are required to perform their duties on a very vigorous and continuous basis. Therefore, it is necessary that those who aspire to become officers are highly qualified, able and willing to assume the responsibilities of a state office. The KY-HOSA Bylaws (Article 7) read "No local chapter shall submit more than one candidate for each student office." Please read and study the statements below before submitting the form to the State Advisor. When the student has discussed the situation with parents local chapter advisor, and school administrators and is fully convinced that, if elected, he/she will be able to carry out the responsibilities of a HOSA officer, then complete this form and submit to:

State Advisor, HOSA
Health and Personal Services Occupations Education Unit
2121 Capital Plaza Tower
Frankfort, Kentucky 40601

If elected to a HOSA office, I, _____,
will:

Be committed to HOSA. Be willing to serve for the entire term of office. Be willing and able to travel on HOSA business throughout the term of office. Be willing to promote the goals and objectives of HOSA. Project a desirable image of HOSA at all times. Purchase HOSA uniform.

Office sought: _____

Signature: _____

Date: _____

Chapter: _____

School: _____

Address: _____

_____

Completed form must be submitted to KY-HOSA

CANDIDATE INFORMATION RESUME

Name _____ Current Grade Level _____

Home Address _____

School Name _____

1) HOSA Offices Held: (Candidate must have held an office in the local chapter.) Year

a) _____ _____

b) _____ _____

c) _____ _____

2) Honors/Awards Received: (HOE and others)

a) _____ _____

b) _____ _____

c) _____ _____

d) _____ _____

3) Participation in Other Activities: (School, Community)

_____

_____

_____

_____

4) Offices Held in Other Organizations:

a) _____ _____

b) _____ _____

c) _____ _____

d) _____ _____

STATEMENTS OF SUPPORT

I approve of my son/daughter applying for a HOSA office and if elected, agree that he/she will be able to spend the time, and have the transportation necessary to carry on the duties of the office.

_____
Parent's or Guardian's Signature

The candidate, _____, meets the qualifications for office and I recommend him/her for the office of _____.

_____
Chapter Advisor's Signature

This school will support _____ in the successful fulfillment of the duties of the specific HOSA office. A statement of academic performance during the previous year is attached.

_____
School Principal's Signature

_____
Superintendent's Signature

HOSA STUDY SHEET*

1. What do the letters "HOSA" stand for?
2. Who is the official sponsor of KY-HOSA?
3. What are the purposes of KY-HOSA?
4. Who may be members of KY-HOSA?
5. What are the classes of membership?
6. Do alumni members have the right to vote or hold elective office?
7. What are the state dues?
8. What are the national dues?
9. What is the membership year?
10. List the requirements for the establishment of a local chapter.
11. When is the local chapter considered to be in good standing with the state organization?
12. When shall separate divisions be formed?
13. Name the six (6) state offices.
14. Who must interview the state officer candidates?
15. Who may be a candidate for state office?
16. Who shall succeed the president?
17. What are the duties of the president?
18. Give two duties of the secretary.
19. Give two duties of the historian.
20. Give two duties of the treasurer.
21. What does the parliamentarian do?
22. Who may vote at the annual KY-HOSA meeting?
23. Who may call a special meeting of the state organization?
24. How many voting delegates may a chapter have?
25. What is the maximum number of voting delegates each chapter may have?

26. How may members compose the executive council?

27. Who shall be the state advisor?

28. Who is the chairperson of the state executive council?

29. Who is the chairman of the state advisory board?

30. How many standing committees are to be appointed by the president?

31. What publication shall govern the state organization in terms of parliamentary authority?

32. How may the KY-HOSA Bylaws be amended?

*Reference - KY-HOSA Bylaws

Sample Ky. HOSA Officer Candidacy Test

_____
(Chapter)

DIRECTIONS: Answer each of the following questions completely on another sheet of paper. Each correct answer is worth 1 point.

1. When was the national organization of HOSA born?
2. How many "charter states" formed national HOSA?
3. Where was the first National HOSA Constitutional Convention held?
4. List the states which originally formed HOSA.
5. Who was elected the first President of HOSA?
6. What organization gave the impetus to decide to organize HOSA?
7. What are the official colors of HOSA?
8. Who was designated as the first honorary member of HOSA?
9. Any state that joins HOSA in what period of time will be considered one of the original chartered states?
10. Who is eligible for membership in National HOSA?
11. What does the initials HOSA stand for?
12. There are seven primary purposes outlined in ARTICLE II of the BYLAWS of the Kentucky HOSA Constitution. Can you name four of them?
13. What are the three classes of membership which are recognized by HOSA?
14. What is the minimum number of active local chapters in the state to be eligible for National HOSA Membership?
15. National HOSA is divided into what two divisions?
16. Which of the two divisions does Kentucky fall under?
17. What offices are elective offices?
18. What offices are appointive offices?
19. How many times will the presiding officer rap the gavel to begin a meeting?
20. What is the minimum number of people who must be present before the Chapter can conduct its meeting?
21. List two purposes of using Parliamentary Procedure.
22. What are the eight steps to be followed in conducting a meeting called?
23. List the three steps to be followed when a member wishes to speak at a meeting.
24. Why should a member "second a motion"?
25. List the three ways to amend a motion.
26. List the four categories of motions.
27. How many times can a motion be amended?
28. What types of motions require a 2/3rd's majority to be adopted?
29. List five things that a member has the right to expect from the presiding officer.
30. List three ways to delay action on a motion.
31. How long may a motion be delayed?
32. What is the symbol of authority in Chapter Meetings?
33. List 3 duties of the office for which you are a candidate.
34. When was the Ky. State Constitution adopted?
35. How many voting delegates shall a chapter have in a state meeting?

ANSWER KEY TO OFFICER CANDIDACY TEST

1. Nov. 10-13, 1976
2. Six
3. Arlington, Texas
4. Alabama, New Jersey, New Mexico, North Carolina, Oklahoma, and Texas
5. Lynn McGee from North Carolina
6. American Vocational Association's Health Occupations Education Division
7. Hospital White and Medical Blue with Darker Red accents
8. Joan M. Birchenall
9. Two years following organization of national H.O.S.A.
10. Students enrolled in a health occupations program or an organized prevocational Health Occupations Education Program.
11. Health Occupations Students of America
12. 1. Foster programs and activities which will develop: a) Physical, Mental and social well-being of the individual, b) Leadership, character, and citizenship, and c) Ethical practices and respect for the dignity of work.
    2. Foster self-actualization of each member which will contribute to meeting the individual's psychological, social, and economic needs.
    3. Build the confidence of students in themselves and their work by learning to assume responsibilities and by developing personal and occupational competencies and social skills which lead to realistic choices of careers and successful employment in the field of health.
    4. Promote inter-organizational relationships with professional groups, businesses, industries, and other student organizations.
    5. Recognize individual achievement in scholarship, occupational skills, or services rendered by providing awards.
    6. Promote involvement in current health care issues, environmental concerns, and survival needs of the community, the nation and the world.
    7. Promote the establishment of state student associations and encourage state student associations to affiliate with HOSA.
13. Active, Associate, and Honorary
14. Five
15. Eastern Area and Western Area
16. Eastern Area
17. President, President-Elect, Secretary, Historian, Area Vice-President
18. Parliamentarian and Treasurer
19. Three Taps
20. Quorum
21. 1) Guarantees Freedom of Speech, 2) Protects the Rights of the Minority
22. ORDER OF BUSINESS

23. 1) Member rises and request recognition
    2) Member awaits recognition
    3) Member receives recognition
24. Because he believes the motion is worthy of consideration
25. By: 1) Addition, 2) Deletion, and 3) Substitution
26. 1) Main Motion, 2) Incidental Motion, 3) Privileged Motion,
    4) Subsidiary Motion
27. Three
28. Those which change actions previously agreed on by chapter members
29. 1) Information as to the pending business
    2) The result of a vote
    3) The motion before the group
    4) Adherance to proper parliamentary procedure
    5) Order at all times
30. Postpone to stated time
    Motion layed on the table
    To delay indefinitely
31. Only until the next regular meeting
32. Gavel
33. See Duties of officers
34. March 2, 1978
35. Two for first 30 members plus one for each additional 50 members

HOSA
CAMPAIGN RULES
1980

In order for a student to become an eligible candidate, candidates for each student office shall submit a completed nomination form to the state advisor for Kentucky HOSA via their local chapters at least four weeks before the annual convention. This form shall include: a verified statement of academic performance during the full school year previously completed; the signature of the school principal or dean, and local chapter advisor; and a documented record of offices held in Ky-HOSA, including affiliated local chapter.

Candidates shall have held an office in their local chapter.

No local chapter shall submit more than one candidate for each student office.

All officer candidates shall be interviewed by the nominating committee.

Officer candidates shall not be voting delegates. If an officer candidate is a voting delegate an alternate should be appointed to serve in place of the officer candidate.

Each officer candidate shall present their campaign speech during the first general session. These speeches shall not exceed the five-minute time allotment.

Campaign materials shall not be posted throughout the hotel. There shall be a room designated for the hanging of posters and flyers. Any candidate found posting campaign materials in the halls of the hotel or placing flyers under the doors of the hotel guest shall be disqualified. As to where this room is, inquire at the information table located in the main lobby.

CAMPAIGNING

1. No campaign material shall be attached to the walls or other property of the Conference hotels or Convention Center.

2. Time will be provided for delegates to "Meet the Candidates." National Officer Candidates should report to the room assigned. "Press Conferences" will be held during this time for each national office position and delegates will question and interact with the National Officer Candidates on a professional basis. National Officer Candidates should prepare short introductory message for the purpose of introduction to the delegates.

3. One General Session is reserved for campaign demonstrations and/or speeches in behalf of Candidates for National Office. Voting Delegates are to sit in a reserved section during this session. State Associations are urged to use their imagination and initiative in creating novel ways of presenting their Candidate. Any damage as a result of materials used during this session will be the responsibility of the State Association.

4. A list of the Candidates eligible for National Office will be posted prior to this General Session. Each Candidate nominated will be given time for speeches and/or demonstrations on his/her behalf. Candidates for ALL offices will be limited to (5) FIVE MINUTES for speeches and/or demonstrations. Candidates declared eligible will be announced at the beginning of the Campaign Session. It will not be necessary for Candidates declared eligible to be nominated from the floor.

5. All State Associations are expected to encourage and observe good taste in the promotion of their Candidates so as not to disrupt any planned event of the Conference. Because of the "public eye" focused on this event annually, it is absolutely necessary that delegates reflect the conduct expected and desired in "putting our best foot forward."

6. With respect for anti-litter concerns and cost to individuals, local Chapter and State Associations, campaign materials should be held to a minimum. Personal contact and the organization of a campaign develop leadership ability in a Candidate to a greater degree than give-away gimmicks.

7. It is the responsibility of each State Association and Candidate to see that ALL campaign material is picked up and removed from the Hotels one hour prior to the Election Session. NO campaign material will be allowed in the Election Session.

8. NO NATIONAL OFFICER CAMPAIGNING WILL BE PERMITTED PRIOR TO THE CAREER DEVELOPMENT CONFERENCE.

KY-HOSA
CAMPAIGN RULES
1981

In order for a student to become an eligible candidate, candidates for each student office shall submit a completed nomination form to the state advisor for KY-HOSA via their local chapter by the indicated due date.

Candidates shall have hald an office in their local chapter.

No local chapter shall submit more than one candidate for each student office.

All officer candidates shall be interviewed by the nominating committee.

Officer candidates shall not be voting delegates.

Each officer candidate shall present their campaign speech during the first general session. These speeches shall not exceed the five-minute time allotment.

Campaign materials shall not be posted throughout the hotel. A room will be designated as a campaign room for campaign materials displays.

Any chapter disregarding the above is placing the candidacy of their nominee(s) in jeopardy.

SCREENING NOTES FOR NOMINATING COMMITTEE MEMBERS
LOCAL CHAPTER

DIRECTIONS: Use this form to make notes on officer candidate interview.

Candidate's Name _____

1. Why do you want to be an officer in the HOSA Chapter?
2. What could you do to make the Chapter a better one?
3. How would you get more people involved in Chapter activities?
4. Why are you making yourself a candidate for this particular office?
5. Do you know the duties of this office?
6. What experience as an officer have you had?
7. What goals or activities would you like to see HOSA accomplish next year?
8. How much time are you willing to devote to HOSA?

OTHER COMMENTS:

CONFERENCE FORMS
GUIDELINES

1) Nomination Forms, Study Guides, and Tests for State Officers Candidates:

Each nomination form must be completed and submitted to Julie Cave, Health and Personal Services Occupations Education Unit, 2121 Capital Plaza Tower, Frankfort, Kentucky 40601. Refer to KY-HOSA Bylaws, Article V, to determine criteria for nominations. Nominations may be submitted for President-Elect, Secretary, Treasurer, Historian, and Parliamentarian. Upon receipt of the nomination form, the state advisor will forward a test to the coordinator of the school. The coordinator will administer the test and return it immediately to the state advisor for scoring. All state officer candidates must score 85% or higher in order to be considered for office. A study sheet is attached to the nomination form. Each nominee who scores 85% or higher on the state officer examination and is placed on the official ballot by the nominating committee must be prepared to give a 3-5 minute campaign speech at the first general session.

2) Entry Forms for Competitive Events:

Each form must be completed and submitted to the state advisor, Health and Personal Services Occupations Education Unit, 2121 Capital Plaza Tower, Frankfort, Kentucky 40601.

3) Voting Delegates Forms:

Each form must be completed and sent to the state advisor in order that appropriate badges may be prepared for delegates and alternates.

4) Courtesy Corps Form:

The courtesy corp members function as pages, hosts, and hostesses. Complete each form and send to the state advisor in order that appropriate badges may be prepared.

SUGGESTED SEATING ARRANGEMENTS FOR MEETING

Pres

Vice Pres Sec

Reporter members Treasurer

Parliamentarian Advisor

members

members

members

members

committee chairpersons

Pres

Vice Pres Secretary

committee chairs

members

members

members

members

Reporter members Treasurer

Parliamentarian

and

Advisor

SAMPLE EVALUATION

Committee Meeting Process

Atmosphere

1. To what degree were committee members cooperating with each other?

2. What was the feeling tone of the meeting at various stages?

Participation

3. Who were the high and low participators?

4. What was the relationship between level of participation and the accomplishment of the task?

Commitment

5. To what degree were members committed to a common goal?

6. What motives did you infer for each of the members?

(Richardson, et al., 1976, pp. 12-14).

SAMPLE MONTHLY EVALUATION

Month/Year_____

Advisor_____

School_____

Vocational Area_____

Number of Students Enrolled_____

Number of Student Organization Members_____

Meeting Dates_____

How Many Members Were Present_____

This Meeting was Chapter_____ All School_____

List the Agenda For The Meetings

1._____ 5._____

2._____ 6._____

3._____ 7._____

4._____ 8._____

What Committees Were Appointed or Reported to the Group?

1._____ 5._____

2._____ 6._____

3._____ 7._____

4._____ 8._____

What Activities Were Planned or Carried Out?

1._____ 5._____

2._____ 6._____

3._____ 7._____

4._____ 8._____

State Briefly How This Meeting or Activity Carried Out the Yearly Program of Work or Chapter Goals.

(Hamilton, et al., 1977, Mod. H-5, p. 13).

SAMPLE HOSA MEMBER'S EVALUATION AND SUGGESTIONS

I'm glad I joined HOSA because

The thing I learned to do in HOSA this year that I like best is

Other skills I learned include

The toughest job I had this year in HOSA was

My biggest success was

The best speaker we had this year was

I liked this speaker because

The best project we tried this year was

Maybe if we'd tried to do it differently it would be better next time try

The career I learned most about was

The career I find most interesting is

Suggestions for improving HOSA activities:

SAMPLE ADVISORS EVALUATION

Evaluation

	Poor	Fair	Good	Excellent
1. How did my attitude and beliefs effect the students?				
2. Did I give the students enough guidance without pushing them or fostering my values or ideas on them?				
3. Did I accomplish my personal goals for this year?				
4. Are you really dedicated to your students and your profession or do you find yourself arriving later, leaving early, resenting the time and effort involved?				
5. Do you have a sense of humor?				
6. Did you keep students productively occupied or just busy?				
7. (a) Do you relate well to other teachers and administrators?				
(b) Did you interact well with other clubs?				
8. Do you allow your students to fail at some small activities and then help them profit from these errors?				
9. Did you help each student work up to the best of his potential?				
10. Can you debate and challenge students without becoming argumentative and defensive?				

	Poor	Fair	Good	Excellent
11. (a) Did I devote my time without resentment?				
(b) Was I generous with my time and enthusiasm?				
12. (a) Do you have a healthy competition attitude or are you out to beat a particular club or person?				
(b) Did you pass this on to your students?				
13. Did you instill in them the desire to be the best they can rather than just win?				
14. Did I use the chapter effectively as a significant teaching tool in the classroom?				
15. Did the chapter activities coordinate with current curriculum?				
16. Did I use community resources wisely?				
17. Did classroom techniques increase the amount of chapter participation in class?				
18. Did I reach potential members?				
19. Did I maintain current members and keep them enthusiastic?				
20. Did I find guidance and support from school administration and other teachers in establishing and managing the chapter?				
21. Do the graduates secure and hold good jobs?				

22. (a) What were the benefits and educational value of the class/ chapter? _____

(b) What were the problems?_____

(c) How can I remedy this?_____

23. How can I personally help expand community resources next year?

_____

24. How can I improve relations with the school administrator?

_____

Other advisors?_____

Other teachers?_____

My students?_____

25. What shall be my personal goal(s) for next year?_____

_____

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